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ABSTRACT

A study was conducted at Skyline College to develop and implement a futuristic curriculum model for training secretaries/office assistants to work in an automated office. The study involved four internal evaluations: (1) secretarial instructors evaluated the courses offered by the department using a strategic planning course analysis worksheet; (2) advisory committee members evaluated the secretarial courses and suggested new instructional units/courses to be added to the curriculum; (3) secretarial students indicated whether courses should be offered and whether the courses were of value to them; and (4) students were also asked to evaluate instructional quality in the department. In addition, local members of the Administrative Management Society and Golden Gate Word Processing Exchange were asked to predict the job titles and needed job skills for the office worker in 1990, to provide the basis for the curriculum model. Finally, the model and its implementation were evaluated by 5 administrators, 13 secretarial instructors, and 9 advisory committee members. The study report includes a review of related literature; a discussion of procedures and methodology; presentations of findings, conclusions and recommendations; and appendices providing relevant forms, memos, meeting agendas and minutes, questionnaires, and respondent comments. (HB)

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Curriculum Model For Training Secretaries/Office Assistants: A Futuristic Approach

H. Grace Heringer-Hairston

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1984

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Abstract of a Major Applied Research Project
Presented to Nova University in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Education

Curriculum Model for Training Secretaries/Office Assistant:
A Futuristic Approach

By

H. Grace Heringer-Hairston

August, 1984

Technological advancements have changed the modern office milieu. Computers and other technological innovations continue to alter the nature of work as well as the balance between the workplace and personal life styles. Technological change has also created new careers and occupations and has transformed the ways in which familiar lines of work are accomplished. Despite remarkable evolution in the work environment and in work roles, immediately ensuing decades will provide the greatest number of jobs for secretarial workers. By 1990, in order to work effectively in the modern office, whether they are "secretaries" or "office assistants," clerical employees will need to exhibit computer-oriented skills as well as cognitive, communications, and human relation abilities.

How effective are present community college curricula in preparing secretarial workers for these important changes in the workplace? This Major Applied

Research Project (MARP) examines this question by focusing on the secretarial curriculum needs at Skyline College, a two-year community college located in San Bruno, California.

Along with new jobs and new skill requirements, innovative approaches to education were needed. Instructors, educational policy-makers, and administrators were unsure of the required job skills, job titles, course work and/or instructional units that needed to be emphasized in a secretarial curriculum designed to prepare office workers for the computerized, automated office.

The impetus for this MARP arose from the need to develop a model for revising the secretarial curriculum at Skyline College. This curriculum development model is intended to meet more closely the employment needs of the community, workers, and automated office environments of the future. The secondary focus of this MARP was to implement and evaluate the curriculum model at Skyline during the spring semester 1984. The model was developed following a review of literature plus data gathered from a newly constituted advisory committee, instructors, administrators, students enrolled in secretarial courses, and members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange.

Two instruments, strategic planning course analysis worksheet for instructors and a course evaluation worksheet for advisory committee members, were used to review and evaluate the 29 secretarial courses listed in the 1983-84

Skyline College Catalog. Three opinionnaires were developed by the investigator; one to survey 344 students enrolled in secretarial courses, and two others were used to have the members of professional organizations (Administrative Management Society and Golden Gate Word Processing Exchange) predict job skills and job titles that would be used in the automated office in 1990.

All data were processed at the Skyline College Computer Center using the IBM Personal Computer and Lotus 1-2-3 software. Each opinionnaire was ranked by frequency of positive and negative responses. Bar graphs were developed to show graphically the number of positive responses. Line graphs were printed to show a comparison between the positive responses of the day and evening students. Finally, the value of each course, whether the course(s) should be offered, predicted job skills and job titles were sorted and ranked in descending order to indicate the most and least important in each category.

After all data were collected and analyzed, the curriculum model was developed. Five administrators and 13 secretarial instructors were asked to evaluate their participation in the implementation of the model. Overall, the results of the investigation indicated that the secretarial curriculum should be revised to include an integration of office automation skills. The revised curriculum model includes courses in typewriting

(keyboarding), language skills, word/information processing skills, general office skills, shorthand, and legal/medical skills.

The professional organizations predicted there would be a need for four job titles in the office of 1990. They were: (1) administrative secretary, (2) receptionist, (3) word processing specialist, and (4) computer operator. Four skills were predicted to be necessary for office workers in 1990; they were: (1) typewriting (keyboarding) skills, (2) language skills, (3) skill in the use of the computer to complete a variety of office tasks, and (4) the ability to get along with others.

The following recommendations were made based on this study:

1) The secretarial/clerical section of the Dictionary of Occupational Titles and the 1982 Supplement should be revised to include titles for the automated office.

2) A revised secretarial curriculum should contain courses that teach the integration of office technologies.

3) Students should be placed in on-the-job training sites in business and professional offices as a part of their training/degree program.

4) Future studies are needed as office technology continues to change.

The results of this investigation were submitted to the Chancellor's Office, California Community Colleges, Sacramento, California; Oakland, California Regional Office of Business Education, California State Department of Education; the other two community colleges (College of San Mateo and Canada College) in the San Mateo Community College District; Educational Resources Information Center (ERIC); California Vocational Occupational Information Center (VOICE); and the Center for Business Teachers, San Francisco State University, San Francisco, California.

This MARP was an effort in the search for information that contributes to the overall improvement of the secretarial curriculum at Skyline College. This curriculum revision model is presented for the implications to education arising from its implementation, to augment the present knowledge based in educational practice, and to stimulate educational research in years to come.

TABLE OF CONTENTS

Page

Acknowledgment ii

Abstract iii

LIST OF TABLES x

LIST OF FIGURES xi

Chapter

1. INTRODUCTION 1

Background and Significance 1

Major Issues and Research Questions 5

Definitions of Terms 6

Assumptions and Limitations 8

2. REVIEW OF RELATED LITERATURE 11

The Future and Curriculum Needs 11

Strategic Planning 23

Curriculum 27

3. PROCEDURES AND METHODOLOGY 34

Purposes of the Study 34

Course Evaluation and Strategic Planning: Instructors 34

Course Evaluation and Strategic Planning: Advisory Committee 37

Predictions of Job Titles/Skills: Professional Organizations 39

Student Evaluation 41

4. PRESENTATIONS OF RESULTS 44

Course Evaluation and Strategic Planning: Instructors 45

TABLE OF CONTENTS

Page

Course Evaluation and Strategic Planning: Advisory Committee 48

Student Evaluation 51

Predictions of Job Titles/Skills: Professional Organizations 75

5. INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS 101

Interpretation of Results and Conclusions . 101

Summary of Predictions of Professional Organizations 104

Summary of The Advisory Committee's and Instructors' Course Review 106

Summary of the Students' Review 109

Recommendations for the Improvement of Practice 112

Dissemination 114

Summary 115

BIBLIOGRAPHY 117

APPENDIXES

A. Strategic Planning Course Analysis Worksheet: Instructors 124

B. Memorandum to Instructors 128

C. Agenda for Instructors' Meeting 130

D. Summary of Notes from Strategic Planning 133

E. Thank-You Letter to Advisory Committee Members with Membership List . . . 138

TABLE OF CONTENTS

		Page
F.	Memorandum to Administrators and On-Campus Personnel: Advisory Committee Meeting	142
G.	Course Analysis Worksheet: Advisory Committee Meeting	144
H.	Agenda for Advisory Committee Meeting .	151
I.	Minutes Advisory Committee Meeting November 29, 1983	153
J.	Letter, Goal Sheet, and Agenda, Second Advisory Committee Meeting, May 30, 1984	161
K.	Minutes, Advisory Committee Meeting, May 30, 1984 (Established Goals).	170
L.	Opinionnaire: Professional Organization, Job Skills	182
M.	Opinionnaire: Professional Organization, Job Titles	184
N.	Newsletter, Golden Gate Word Processing Exchange	186
O.	Newsletter, Administrative Management Society	192
P.	Opinionnaire: Student Perceptions . .	199
Q.	Futuristic Curriculum Model	201
R.	Evaluation Instrument for Implementation of Model	203
S.	Tables 24 And 25: Additional Comments: Job Titles	206
	Tables 26 And 27: Additional Comments: Job Skills	211
	Tables 28 And 29: Job Titles of Respondents	216

LIST OF TABLES

Table		Page
1.	Summary of Strategic Planning Course Evaluation--Instructors	47
2.	Summary of Course Analysis Worksheet for Advisory Committee Members	49
3.	Student Opinionnaire--Course Evaluation Courses Should Be Offered (Raw Scores-Descending Order)	52
4.	Student Opinionnaire--Course Evaluation Courses Should Be Offered (Raw Scores) . .	53
5.	Student Opinionnaire--Course Evaluation Value of Course (Raw Scores-Descending Order)	56
6.	Student Opinionnaire--Course Evaluation Value of Course (Raw Scores)	57
7.	Student Opinionnaire--Course Evaluation Quality of Instruction	61
8.	Student Opinionnaire--Course Evaluation Are You Employed?	61
9.	Student Opinionnaire--Course Evaluation Students Employed	61
10.	Student Opinionnaire--Course Evaluation Comparison of Day and Evening Students Courses Should Be Offered (Raw Scores-Descending Order)	66
11.	Student Opinionnaire--Course Evaluation Comparison of Day and Evening Students Courses Should Be Offered (Raw Scores) . .	64
12.	Student Opinionnaire--Course Evaluation Comparison of Day and Evening Students Value of Course (Raw Scores-Descending Order)	67

LIST OF TABLES (Continued)

Table		Page
13.	Student Opinionnaire--Course Evaluation Comparison of Day and Evening Students Value of Course (Raw Scores)	68
14.	Courses Recommended for Termination	72
15.	Courses Recommended for the Secretarial Curriculum	74
16.	Predicted Job Skills for Year 1990 Golden Gate Word Processing Exchange . . .	76
17.	Predicted Job Skills for Year 1990 Administrative Management Society	80
18.	Summary of Other Predicted Job Skills Golden Gate Word Processing Exchange . . .	85
19.	Summary of Other Predicted Job Skills Administrative Management Society	86
20.	Predicted Office Job Titles for Year 1990 Golden Gate Word Processing Exchange . . .	88
21.	Predicted Job Titles for Year 1990 Administrative Management Society	90
22.	Summary of Other Predicted Job Titles Golden Gate Word Processing Exchange . . .	93
23.	Summary of Other Predicted Job Titles Administrative Management Society	95
24-29.	See Appendix S	206
30.	Evaluation of Implementation of Model . . Administrative Management Society	98

LIST OF FIGURES

Figure		Page
1.	Bar Graph - Courses Should be Offered Raw Scores	54
2.	Bar Graph - Courses Should Be Offered Raw Scores - Descending Order	55
3.	Bar Graph - Value of Course Raw Scores	58
4.	Bar Graph - Value of Course Raw Scores - Descending Order	59
5.	Line Graph - Comparison of Day and Evening Students - Value of Course	65
6.	Line Graph - Comparison of Day and Evening Students - Courses Should Be Offered . . .	69

Chapter 1

INTRODUCTION

Background and Significance

Technological advancements have changed the modern office milieu. Computers and other technological innovations continue to alter the nature of work as well as the balance between the workplace and personal life styles (Best, 1984:61).

Technological change continually creates new careers and occupations and transforms ways familiar lines of work are accomplished. Despite remarkable evolution in the work environment and in work roles, immediately ensuing decades will provide the greatest number of jobs for secretarial workers. Fortune (1983:116) predicts 700,000 or more secretarial workers will be needed by 1990.

Furthermore, although salaries were rising at about 10 percent a year, 60,000 new secretarial jobs went begging in 1979; and the secretarial shortfall is expected to reach 250,000 by 1985 (Forbes, 1983:12). In order to cope with the shortage of secretaries, employers have been utilizing temporary help, employing less skilled secretaries, or simply going without needed clerical help.

Forty-seven percent of the advertisements for secretaries in the San Francisco Bay Area newspapers are not filled, according to Gayle Shamblee, (1984) manager, Secretaries of California.

At the same time, the number of secretaries nationwide has been predicted to rise from 2.4 million (in 1982) to 3.4 million in 1990 (Forbes, 1983:13). With the number of women entering other fields, the number of qualified persons available to work as secretaries is expected to continue to decline. Meanwhile, the title "secretary" is expected to appear less frequently in the work environment and to be replaced by titles such as "administrative assistant," or "office assistant" (Purchase, 1984).

Despite a continued need for secretarial workers, technological changes in the office environment have drastically altered many of the skill requirements for office workers. By 1990, in order to work effectively in the modern office, whether they are "secretaries" or "office assistants," clerical employees will need to exhibit computer-oriented skills as well as cognitive, communications, and human relations abilities.

How effective are present community college curricula in preparing secretarial workers for these important changes in the workplace? This Major Applied Research Project (MARP) examines this question by focusing on the secretarial curriculum needs at Skyline College, a two-year community college located in San Bruno, California. The

San Mateo Community College District Rules and Regulations Handbook (1979:80:4) recommended curriculum revisions based on availability of employment for graduates. Likewise, one of the goals listed in the Skyline College Catalog (1983:3) was "to identify and respond to the needs of the community."

Nevertheless, the 1983 secretarial curriculum at Skyline was comprised only of courses designed to develop job competencies for secretaries or office assistants who intend to work or were working in traditional non-automated offices. The 1983 curriculum did not address the development of special competencies and job skills for the automated office.

Because of an actual increase in office jobs, accompanied by technological change, and a decline in the number of available office workers, educational change was sorely needed. This challenge included a modification in the curriculum of current secretarial education programs.

Along with new jobs and new skill requirements, innovative approaches to education were needed. Meanwhile, instructors, educational policy-makers, and administrators were unsure of the required job skills, job titles, course work and/or instructional units that needed to be emphasized in a secretarial curriculum designed to prepare office workers for the computerized, automated office.

The impetus for this MARP arose from the need to develop a model for revising the secretarial curriculum at Skyline College. This curriculum development model is

intended to meet more closely the employment needs of the community, workers, and automated office environments of the future. A secondary focus of this MARP was to implement and evaluate the curriculum model at Skyline during the spring semester 1984. The model was developed following a review of the literature plus from data gathered from a newly constituted advisory committee, instructors, and students in the Secretarial Department, administrators, and members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange.

Curriculum change, according to The Carnegie Foundation for the Advancement of Teaching (Missions of the College Curriculum 1977:258), typically involves four stages: recognition of need, planning and formulation of a solution, implementation and initiation of the plan, and institutionalizing the change. The need to develop a model for revising the secretarial curriculum was based on technological changes in office equipment, office systems, management, and productivity. For the most part, however, business educators had been in a reactive position inasmuch as they had revised curriculum only after the office environment had changed. This study attempted to develop a model for revising the secretarial curriculum based on future predictions of needed job skills and changing job titles.

Major Issues and Research Questions

Planning for educational change is a process of changing the attitudes, behavior, and work habits of administrators and instructors as much as it is a matter of establishing program priority (Toll, 1982:39). Strategic planning, involving the participation of administrators, advisory committee members, and instructors was used to review and evaluate the secretarial courses. Clowes (1981:4) stated that "flexibility should be used in planning a curriculum change as the affected groups would have their own unique perceptions and concerns."

In order to develop the curriculum model, three questions were addressed:

1) What courses do students, advisory committee members, secretarial instructors, and administrators perceive should be included in the secretarial curriculum designed to train secretaries/office assistants for employment in the automated office?

2) What job competencies do members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange predict would be necessary for office workers in 1990?

3) What job titles do members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange predict would be required for office workers in 1990?

Longitudinal studies will be needed to help assess the broader question regarding the success of the revised curriculum model for students, instructors, and employers. Information regarding specific courses needed for the training of secretaries/office assistants provided valuable data for administrators, counselors, instructors, and students. The data collected from opinionnaires and an examination of existing curricular practices (see Appendices) provided a guide for revising the secretarial curriculum at Skyline College and a base upon which future comparisons of similar data may be made.

Definition of Terms

1) Evaluative Criteria: Written descriptions used to rate and/or rank courses during the strategic planning process.

2) Evaluative Instrument: An instrument listing all courses offered in the Secretarial Department and a rating and/or ranking scale to be used by members of the advisory committee.

3) Futurism: The forecasting or prediction of coming events and/or trends.

4) Job Competencies: Skills learned in a course and/or training program to prepare a person for employment.

5) Job Titles: A description assigned to persons who are employed in an office.

6) Model: A set of sequential guidelines for educational change.

7) Automated Office: An office using computerized equipment and an organized management information system to increase productivity and save money.

8) Secretary: The title of a person employed in an office to assist the managerial staff in creating and distributing written or oral ideas and to manage information.

9) Strategic Planning Instrument: An instrument listing all courses offered in the Secretarial Department with an evaluative criteria sheet to be used by secretarial instructors to review courses.

10) Office Assistant: The title of a person employed in an office to assist the managerial staff in creating and distributing written or oral ideas and to manager information.

11) Administrative Management Society: A professional organization for managers.

12) Golden Gate Word Processing Exchange: A professional organization for word processing operators, secretaries, vendors, and persons who supervise word processing centers.

Assumptions and Limitations

Due to the rapidity of social and technological changes, employment skills required for office workers were altered. As these skills changed, it was expected that administrators, instructors, students, and advisory committee members would recommend the revision of the secretarial curriculum at Skyline College.

It was assumed by the researcher that the opinions of administrators, instructors, advisory committee members, students, and the members of two professional organizations would provide sufficient data for revising the secretarial curriculum. It was further assumed by the researcher that:

1) The opinnionaires developed to collect data for revising the curriculum were validated by pretesting. Care was taken to assure the subjects that their responses were confidential and that the test instruments had no right or wrong answers.

2) Members of Administrative Management Society and Golden Gate Word Processing Exchange were a cross section of office workers in the San Francisco/Oakland Bay Area.

3) Members of the two professional organizations had knowledge with which predictions regarding job competencies and job titles could be made for the automated office.

4) The newly constituted advisory committee members represented a cross section of office careers found in the San Francisco Bay Area.

5) The advisory committee members had an interest in making recommendations for curriculum revisions.

6) The secretarial instructors and administrators were interested in becoming "change agents" to help develop and implement a "new" curriculum model.

7) The instruments designed to collect data for developing the curriculum model indicated certain courses to be deleted from the curriculum and/or courses to be added to the curriculum.

8) The members of the Secretarial Department would use the data collected to revise individual secretarial courses.

9) The strategic planning instrument was a valid instrument for the review and evaluation of courses offered by the Secretarial Department.

10) Skyline College and the San Mateo Community College District Office would support financially the recommended courses and curriculum revisions.

11) Students and employers would benefit from the training offered by the revised secretarial curriculum.

A major limitation of this study was that strategic planning, involving the participation of administrators, instructors, and members of an advisory committee, was selected as the singular method for reviewing the courses in the secretarial curriculum. Other limitations were:

1) Only the secretarial courses listed in the 1984-84 edition of the Skyline College Catalog were chosen for review.

2) The secretarial courses offered at Skyline College were not revised as a part of this study.

3) The revised secretarial curriculum model was developed based on the perceptions of instructors, advisory committee members, students, administrators, and members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange.

Chapter 2

REVIEW OF RELATED LITERATURE

The Future and Curriculum Needs

The electronic industry (1983) accounted for more that $100 billion in product sales and has been projected to rise to approximately $400 billion per year in the late 1980s. Computers are used by banks, stores, governmental offices, homes, and offices. Computers are destined to reshape not only business but the very nature of work (Toffler, 1980:140). The electronic industry ushered in office automation. Office automation and information processing innovations require educational institutions to scrutinize curriculum (Knokel, 1982-30). "The worst of times for the economy," Business Week (1983:85) reported, "translates into the best of times for the vocational training industry." Technology has also brought with it personnel displacement and the need for retraining. Scriven (1981) stated, "business and office educators are responsible for preparing future office employees who can perform satisfactorily on the job."

The Occupational Outlook Handbook (1982:18) estimated, that between 1978 and 1990, employment growth for

secretaries/clerical positions will have generated 4.8 million jobs. Wine (1980:11) stated in her study that there would be a need to train 290,000 secretaries/office assistants annually throughout the 1980s if a severe shortage was to be avoided in 1990. "The Annual Planning Information: San Francisco/Oakland Standard Metropolitan Statistical Area" (1983-84:2) listed one in every four jobs in the San Francisco/Oakland Area to be that of secretary/clerical. Poynter (1982:6) asserted: "As paper work has continued to increase throughout business and industry, the shortage of trained secretaries has become apparent."

Major (1984:96-98) reported in Modern Office Technology, that Professional Secretaries International (PSI), Kansas City, Missouri, conducted a survey entitled, "1984 Help-Wanted Advertisement." The results of the survey indicated advertisements for secretaries increased 59 percent in 1984. Kelly Services, Inc., Troy, Michigan, conducted a similar survey entitled, "People in the Electronic Office." The results indicated that office automation cannot keep pace with paperwork demands; and by the end of the century, 90 percent of the nation's work force would be in the automated office as opposed to 53 percent in 1984 (Major, 1984:98).

Major (1984:98) further asserted: "It is clearly going to take a lot of people (i.e., secretaries) to make

all those trillions of dollars of automated equipment work effectively." John Naisbitt (1982:135), in Megatrends, stated: "Jobs will become available, but who will possess the high-tech skills to fill them?" Best (1984:64) believed that up to 45 percent of existing United States jobs will be significantly altered by technological changes over the next 20 years, many through the upgrading of skills. He also stated:

> Many workers will have to be reassigned to new tasks. While some of these tasks might not require greater skill, many necessitate an understanding of new and more complex technologies.

Purchase (1984) stated that skills for office workers have changed and will continue to change over the next decade. The office worker will be required to know how to use word processing equipment, computer data bases, and software packages associated with the personal computer. He predicted: "Three-fourths of all office workers will have a multi-use computer terminal on their desks by 1990." Brancatelli (1983:60) believed office workers of all ranks will have easy-to-use computer terminals that will perform localized data, information, and word processing tasks. He stated: "Changes from business' current environment to a computerized, automated work space will evolve gradually over the next two decades."

Office automation is defined in the Wang Office (1983) as people using technology to manage and communicate information more effectively. Wang Laboratories developed

strategies for companies to successfully implement office automation in six areas; they were: data processing, word processing, image processing, audio processing, communication networking, and the human factor in the automated office.

International Business Machines' (IBM) "Personal Computer on Tour," was held in San Francisco, California, on May 23 and 24, 1984. During the tour, personnel from IBM demonstrated the multi-usage of the personal computer for business professionals, secretaries, engineers, data processing professionals, and clerical support staffs. It was predicted in the "PC On Tour Gazette" that 75 percent of the professionals and executives in organizations would be working daily with desktop computer terminals in the next few years.

In 1983, U. S. News and World Report (1983:65) reported that 1.8 billion dollars was spent on software packages for personal computers and that figure would increase to $8 billion in 1987. Purchase (1984) believed the trend in the office would be for the office or administrative assistant to use word/text processing equipment, and the administrator or manager would use the personal computer for managing data. He stated: "It is cost efficient to have documents completed by a team of workers using specialized equipment." "Although the MacIntosh was designed with simplicity of use in mind," Kindel (1984:39) wrote, "only one-third of all the desks in

America ever likely to be equipped with computers are corporate desks." The rest belong to individuals and small business users who buy the overwhelming majority of the 100,000 Apples sold each month.

As technology continues to change the office and the skills required to work in the office, educators should take a serious look at the curriculum, individual courses, the needs of business, and the available jobs for graduates (Matthew, 1980:19). High technology is, thus, helping to focus attention on education (Hollifield, 1984:24; Levin and Rumberger, 1984:22). Business Education World (1983:4) reported that educational institutions should develop a curriculum that prepares graduates for the roles they are expected to play in the automated office.

Technology has created a need for a revised curriculum for training office workers for the automated office. Future office workers should be exposed to office automation systems even before entering office employment (Smith, 1983:42). John Mills, (1983) business education specialist, Chancellor's Office, California Community Colleges; and Charles Brown, (1983) business education regional supervisor, Oakland office, Bureau of Business Education, California Department of Education; stated that neither of their offices had a copy of a secretarial curriculum designed for training secretaries/office assistants for the automated office. Furthermore, in order to prepare

qualified personnel to function effectively, business educators need current information and projections.

Martorana and Kuhns (1975:5) wrote that developments in technology would produce an intense pressure on colleges to adopt new instructional methodologies to capitalize more fully on technological development. Alexander (1979:8) wrote that future curriculum developers at the community college level should be cognizant of sociological, governmental, and technological change; a diverse student population; articulation with community; and the needs of the community they serve. The effects of technology on society has been described by Cetron and O'Toole (1982:213) as telecommunication, which has changed the ways people work, learn, teach, shop, and travel.

Clinkscale (1977:15) found that office systems analysts believed the office will become paperless with integrated systems in large businesses, institutions, and government. John Naisbitt, in Megatrends (1982:36-37), stated:

> In the new information era, all information occupations will continue to grow for a long time. Systems analysts, programmers, and service technicians must grow at least 100 percent before the decade is over. The rapid change ahead also means that you cannot expect to remain in the same job or profession for life, even it if is an information occupation. The coming changes will force us to seek retraining again and again.

The application of new technology in the office has been represented mainly by word processors, computers, and copiers. Kahn (1982:71) predicted: "By the 1990s, most

pieces of equipment will be able to communicate routinely with one another and with the outside world." With technology ushering in constant and rapid change, Asimov (1981:14) warned:

> We will have to alter our attitudes toward education. Society will have to take it for granted that learning is a lifelong privilege; education is not a task to be completed, but a process to be continued.

Smith (1983) surveyed experts in human resources and office automation along with 4,000 managers and employees who represented a cross-section of office workers in North American businesses. The results of his study revealed one basic task for office managers: "To find intelligent, well-adjusted individuals who will fit into the office organization and do a good job in the office of 1990." He listed the basic qualifications for 1990s office employees as the abilities to think, to communicate (orally and in writing), to relate well with other people, to solve problems, to adjust to change, to use technology, along with a willingness to learn.

Boyd (1978:334) believed skills that are needed for the office worker of the future include: communications, keyboarding, technical knowledge of office systems, time and people management, editing/proofreading skills, and excellent basic skills such as English, speech, vocabulary, mathematics, and reading.

Miller (1982:28), director of professional support systems, and other forward-thinkers at Wang Laboratories,

Inc., stated in "Technology on the Horizon": "By the time the next decade arrives, everyone will have some kind of automated system on his or her desk." These systems have been described as having televised transmissions as well as images; they will be used for video conferences for transferring graphs and images from office to office. Kornbluh (1983:59) predicted:

> Over the next two decades, we can expect a wide range of sophisticated time and labor-saving marvels to come to the office equipment market; these include personal work stations, electronic mail, teleconferencing, intelligent telephones, micrographics, electronic blackboards, computerized training devices, voice communications, electronic speech compressors, intelligent word processors, and the portable office.

Time (1983:4) reported, "The more we look at tomorrow's technologies, the more we see a need for higher skills." The educational system has not been geared toward producing the highly trained office worker. Knokel (1982:30) stated: "The community college has a vital role to play in providing a service for training students who will work in the business community." Feingold (1984:9) predicted: "One of the biggest areas of emerging careers is the information industry." He also reported that 55 percent of the workers in the United States are in the information industry. More people in 1983 have been involved in information processing than in mining, agriculture, manufacturing, and personal services combined. Feingold (1984:10) predicted that by the year 2000, 80 percent of the work force will be in the information industry. Bolles (1983:7)

predicted there will be more pressure to increase job satisfaction by changing the content of jobs between 1984 and 2004. Feingold (1984:10) also believes that training policies will be reassessed to meet an increasing need to train and retrain people; the numbers of women in the workforce are likely to increase; and that more people will work at home, in neighborhood work centers, or in community communication centers.

Maxwell and O'Hare (1980:72) were not able to identify specific, new, emerging office occupations in their study; but they were able to identify five office trends. These trends include: (1) a continuing need for clerical personnel in most industries; (2) jobs becoming more specialized and more sophisticated; (3) secretaries assuming more responsibility for decisions and tasks formerly handled by bosses and managers; (4) information being recorded and stored on microfiche or being fed directly into computers; and (5) more work being done by machines interacting with each other.

Burford (1981:28-29) found emerging a new group of job titles (computer operator or technician, administrative assistant, procedures analyst, systems analyst, administrative/executive secretary, support person, office assistant) that would make more specific the duties of secretarial/clerical and technical persons. New occupational specialties are evidenced by new job titles, office equipment, and

the increasing numbers of persons who participate in specialized job-related training programs. Anderson (1981:31) believed changes in technology have brought many changes in the work performed by secretaries/clerical workers and changes in the image of secretarial/clerical workers. The title "secretary" does not have an exact meaning for companies of the future. The 1980 census used the term "administrative support person" to describe the duties and tasks performed by the traditional secretary. Anderson (1981:32) listed six factors affecting the image of secretaries: (1) the educational program available for training; (2) the acceptance by business of the secretary's changing role; (3) the delegation of responsibility by executives permitting administrative assistants to perform at their highest level; (4) the self-image of those in the secretarial profession; (5) the assurance of greater upward mobility; and (6) the performance standards and professional qualifications set for each secretarial level.

Alexander (1979) suggested in her study that, "Reliable projections are needed so that job requirements can be matched with skills of prospective workers." Once the job requirements are matched with the skill requirement for secretaries/clerical workers, curricula can be developed and/or revised to more adequately train potential office workers. The demand exists; the technology has evolved to meet the needs. The expertise to use the technology should be developed to meet the needs of businesses operating in

the information age. Seaborg (1983:10) asserted, "Coping with the future is an ongoing process that takes a great deal of cooperation, compromise, and willingness to work things out." As factories and offices enter the information age, through automation and the microprocessor, office workers need skills to use the automated equipment as well. Cleveland (1983:133) stated: "the future depends on embracing not only the advantages of new technologies, but also the responsibilities to those displaced by these startling advances."

The Wang Office (1983) reported that "people are the lifeblood of organizations; and if people are not productive, organizations are not productive." The office was described in the Wang Office as "a dynamic place where people often work on several projects at once and a place where information must be easily accessible and readily understandable." By 1990, in order to accommodate the flow of information, Poynter (1982:2) predicted, one out of three office workers will have a computer terminal at his/her desks.

Drucker (1982:7) predicted that, by 2002, secretaries will initiate and manage information. Scott (1982) believed that office workers will seek individual fulfillment, respect, equity, the opportunity to grow, learn, advance, and influence decisions that affect them. Walshe (1983:10) asserted that "instead of the established professional (accountants, doctors, lawyers, academicians,

political leaders, and scientists) vying to control this new technology in the office, it is the former secretaries who are staking claim to the turf."

Smith (1983:42) summarized three areas of need for office workers: (1) The importance of the human element is generally regarded as the most critical consideration in the success of the automated office of 1990s. (2) The secretary of the future will no longer be just a secretary, but more of an administrator in a key position in the office of the future. (3) The biggest problem is with employees not knowing/understanding basic rules of grammar, inability to communicate effectively in writing, inability to conceptualize, inability to make effective decisions, and inability to look beyond the present.

Smith (1983:41) said "Education is the key." The wide spectrum of future office workers should be exposed to office automation systems, language skills, computer literacy, mathematical skills, office procedures, etc., before they enter office employment (Smith, 1983:42). The Carnegie Council on Policy Studies in Higher Education, Three Thousand Futures, (1980:116) suggested:

> The future holds many unknowns, and it also holds a range of already known choices than can be made by those making decisions about higher education. In many cases, no choice is the worst choice of all because it means either a downward drift in response to immediate pressures or a failure to seize upon constructive possibilities.

Strategic Planning

As costs for automating offices and managing information continue to rise, organizations seek various planning methods to create productive and efficiently operating systems. Educational institutions have begun to seek similar planning methods. Toll (1982:36) stated:

> The fiscal situation grows increasingly tight, yet institutions that can identify the changing markets for their services and can develop sound academic and fiscal policies may thrive and even improve.

When funds for higher education became scarce, strategic planning became an important element in higher education. The thrust of strategic planning in higher education has been to determine how to achieve a quality program for educating students with the least amount of money. Strategic planning is a departure from other planning methods in that it concentrates on the changing environment surrounding an institution as much as it pays attention to internal hopes and needs (Toll, 1982:37). Eadie (1982-83:26) stated that strategic planning dealt with change, related to the overall organizational purposes, focused on the future, and was concerned with environmental forces. Kotler and Murphy (1981:470) wrote that involving members of the institution in self-evaluation could help to produce a quality program by considering long-range goals.

Baldridge and Okimi (1982) stated that the central focus of strategic planning was to develop a good fit between the organization's activities and the demands of

surrounding environments. They further recommended that planning should investigate the long-range destiny of the institution; the competition between the institution and other institutions in its environment; the market for organizational products and services; and the mix of internal resources to accomplish the institution's purpose.

Shirley and Fredericks (1978:488) listed three major factors for determining program offerings and priorities for four-year institutions: (1) mission and goal statements; (2) external needs, opportunities, and constraints; and (3) internal strengths and capabilities. Mayhew (1979:116) presented a similar list in Surviving The Eighties. His list contained seven major elements for instructional planning: (1) Statement of Mission, (2) The External Environment, (3) Internal Assumptions, (4) Program Objectives, (5) Foundations Plans, (6) Budgets, and (7) Evaluation Plans.

Faced with financial cutbacks, the San Mateo Community College District made program cuts during the spring of 1982 that affected the three colleges (Skyline, Canada, and the College of San Mateo) in the district without involving the participation of faculty. As a result, a model involving greater participation of staff in short- , medium- , and long-range planning was recommended by the Chancellor of the San Mateo Community College District and approved by the Board of Trustees (Lawry: 1983:2).

Clowes (1981) wrote: "There are strong reasons for any institution of higher education to develop its own criteria and processes for the review of its own programs." He further stated that the review procedures should improve communication and understanding between personnel and administrators and that the institution should be concerned with process as well as product. A review process should be an internal activity of an academic institution that makes an attempt to reconcile the missions and activities rather than an external review. The review should include all affected groups--administrators, faculty, staff, and students (Clowes: 1981:4). Anderson (1983:34) suggested that the review process should be "sequential and consistent if the program goals are to be achieved." Zoglin (1982:37) stated:

> Program reviews are needed at the community college level if a commitment to remain responsible to emerging community needs that are not province of any other institution, even if this requires the diversion of funds from more traditional functions.

Zoglin (1982:37) stated: "The community college occupational programs are a vital part of higher education. Community colleges are in fact the 'institution of last resort' for many people." He also suggested that planning is an important ingredient in efforts to finance occupational programs that will provide quality instructions. Matthew (1980:19) suggested that educators should take a serious look at the goals and aims of teaching strategies in

order to deliver effectively the designed curriculum to meet changes for technology in the office.

The accelerating requirements for education can best be met by an educational plan which recognizes the many different environments and circumstances under which differing aspects of the educational process can be achieved (Tirrell and Canfield 1980:245). Kotler and Murphy (1981:470) asserted: "If colleges and universities are to survive in the troubled years ahead, a strong emphasis on planning is essential." They defined strategic planning as the process of developing a strategic fit between the institution and its changing marketing opportunities. Groff (1982) wrote in an unpublished manuscript: "Only recently have postsecondary educational institutions begun to analyze primary support programs in relation to the rapidly changing needs of society." Eadie (1982-1983:26) stated:

> We have become convinced that a strategic approach is far preferable to mere 'muddling through' on a random, project-by-project basis. Interject enough rhyme and reason--rationality--into the development process to ensure that incremental implementation is part of a conscious overall game plan.

Planning at the community college level should involve short- and long-range goals in order to meet the needs of the students and the business community. Strategic planning for this study was used to review an instructional program offered by a community college in order to make futuristic plans for curriculum development. Mayhew (1979:29) advocated: Through planning, institutions can

better understand the future toward which they are moving and can anticipate enrollments and financing needed for survival.

Curriculum

Mayhew (1979:208) defined curriculum as "the organized body of information processes and artifacts intended to produce the primary educational purpose of an institution." Wall (1977:133) asserted:

> When the needs of the business community change, there are implications for the curriculum. Curriculum development at two-year postsecondary institutions will present a never-ending challenge to business educators. The basic charge of a curriculum endeavor is to foster a climate of learning which will enable students to experience the best from the educational process.

Mehallis (1978:58) defined curriculum as "intended learning outcomes to be viewed as the 'product'." The initial step in curriculum development was to determine the skills that a graduate must possess for successful employment in a chosen career. These skills should reflect the needs of the business community. The nature of business education for the automated office requires a close relationship with the business community. An Advisory Committee can provide realism in the development of an educational program designed to meet the needs of business as well as meet the curriculum needs of educational institutions. Moody (1983:9) stated: "Business programs

must produce students who are knowledgeable in various technology areas."

The traditional secretarial curriculum required one type of curriculum to prepare students for office careers that includes typing, transcribing, answering the telephone, setting up meetings and conferences, taking manual shorthand dictation, filing, making copies, and a myriad of other routine clerical tasks. The automated office requires another type of curriculum to prepare students for gainful employment. The curriculum designed to train workers for the automated office should include skills in the use of the multi-functional computer terminal as well as the personal computer, the electronic work station, electronic storage and retrieval, microfilm and microfische technology, and the constantly changing micro-chip technology for the automated office.

According to an editorial in Business Education World (1983:10), the "whole" office worker should be educated. Changes in the office environment and the roles and responsibilities of offices workers have expanded to accommodate the capabilities of automated office equipment. Therefore, it is critical that schools develop a curriculum which prepares students for the exciting, challenging, and important roles they will play in the electronic office. Ivarie (1980:18) stated:

> Adjustments in curricular offerings will need to occur to reflect the impact of technology in the office. The office of the future is creating new competency requirements and

changing existing requirements for office occupations program graduates.

Stoufer (1983) conducted a doctoral study to determine what business educators at the postsecondary level perceived to be the most important issues from the office of the future concept and their recommendations regarding the resolutions of the issues. The two groups used for Stoufer's study were business educators and business leaders. The results of the study revealed seven primary skills areas needed by office workers. They were: (1) Language arts skills would be of primary importance, (2) Oral and written communication skills would receive increased importance, (3) Shorthand as a skill requirement would have decreased emphasis or growing uncertainty, (4) Technical and nontechnical skills would be required for entry-level positions and career advancement, (5) An area "cluster" approach would be used at the two-year postsecondary level where students receive a broader background preparing them for a variety of job positions, (6) In the technical areas of telecommunications, micrographics, and reprographics, emphasis would be on concepts, terminology, and systems rather than on "hands-on" training; (7) The "key role" of word processing would be as a core requirement and as a speciality area.

Smith (1983:20) conducted a national survey for the Administrative Management Society Foundation; the population for his study included experts in office automation, experts

in human resources, managers, and office employees. The results of his study revealed:

> To work effectively in the office of the 1990s, employees will require a balanced education in basic skills such as thinking, communicating, relating to people, and many other similar areas as well as training in more technical areas involving computer-oriented skills and topics.

The skill areas identified by Stoufer and Smith can be used to evaluate a secretarial curriculum to determine whether or not the curriculum should be revised to meet the needs of the automated office. Wittrock (1973:117) gave two purposes for evaluating a curriculum: "to make a decision about it and to make judgment about it." Hart (1983:13) asserted: "Office personnel must meet the challenge of new technology; they must be prepared to manage information flow in a rapidly changing office environment."

Sullivan (1983:312) surveyed 190 graduates of St. Francis Xavier University, Antigonish, Nova Scotia, Canada, to obtain data upon which to direct the future development of the secretarial arts program. Eighty-one percent of the graduates recommended that secretarial students be trained in word processing; 71 percent recommended that greater emphasis be placed on writing skills; finally, the majority of the graduates recommended four areas that demanded urgent attention; they were: computer literacy, hands on experience with electronic office equipment, communication skills, and transcription proficiency. Witt (1981:16) recommended that secretaries should be

prepared for their important roles in records and information management. She also recommended that record management principles, transfer and retention plans, retrieval and storage systems, and the overall value of records management as related to company efficiency be included in the secretarial curriculum.

White (1983:140) analyzed secretarial employment advertisements in the Baton Rouge, Louisiana, area found in local newspapers. The results of her study revealed several required job skills that should be included in a secretarial curriculum: (1) verbal and written communication skills, (2) good organizational abilities, (3) relating harmoniously to co-workers, (4) management, and clients/customers, (5) effective telephone procedures, (6) skills in machine transcription and the use of word processing equipment, (7) typewriting and shorthand proficiency.

Moody (1983:39) suggested:

> Today's business education curriculum must satisfy a number of pressing demands. If any message comes through loud and clear, it is this one: the business education curriculum for the 1980s must be a viable, growing, changing, adaptive curriculum. Business education must not stagnate if it is to survive! The effective business education curriculum of the 1980s will be versatile not only in its content but in its delivery system and in its students. Changing job requirements necessitates new training.

Elkins (1984) suggested that the secretarial curriculum should include courses or components of courses that will integrate office technologies such as keyboarding, data processing, the use of the personal computer and their

software packages, language skills, and human relations. Petropoulos (1984) stated:

> The secretarial curriculum components to train persons to use a work station at each desk should be added. Although not many companies have a work station at each desk, the skill of integrating data, graphics, and text will become a two-way activity for the secretary/office assistant and the manager.

Whereas it is difficult to synthesize the results and conclusions of all the studies investigated, the need for and skills required for secretaries/office assistants is clear. There is a need for a curriculum designed to train office workers for the automated office at the community college level. The projections regarding the office of the future are speculative, of course. However, they do serve a purpose in that they remind us that the office is in a state of flux; it can no longer be taken for granted by employees, employers, educators, or equipment manufacturers. It is constantly being studied, defined, and redefined. Business educators must realize that their curriculum must undergo the same type of scrutiny, reassessment, and realignment if an "educational lag" is to be avoided.

The need exists and will continue to exist through 1990 for well-trained secretaries/office assistants who will manage information in the office environment. Whether the secretary/office assistant works at home, in the office, in neighborhood centers, or in communication centers, the need for excellent job skills for the automated office will prevail. The need also exists for community colleges to

include the necessary courses in their curricula for training and retraining office workers. The review of literature has revealed some of the changing job skills needed by secretarial/office assistants who will work in the automated office. Administrators, instructors, and advisory committee members can match the skill requirements with the curricular offerings for training secretaries/office assistants for employment in the electronic, automated office.

Chapter 3

PROCEDURES AND METHODOLOGY

Purposes of the Study

The primary purpose of this study was to develop a futuristic curriculum model for training secretaries/office assistants to work in the automated office. In order to develop the futuristic curriculum model, it was necessary to organize a "new" advisory committee and have the advisory committee members evaluate the Secretarial Department's fall 1983 curriculum. Secretarial instructors were asked to review/evaluate the existing secretarial curriculum. Students enrolled in secretarial courses were also asked to evaluate courses which comprised the secretarial curriculum. Finally, members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing Exchange were asked to predict job titles and job skills needed by secretaries/office assistants in 1990 by completing two opinionnaires. The secondary aim of the study was to implement and evaluate the curriculum model.

Course Evaluation and Strategic Planning--Instructors

Dr. Robert C. Shirley's (1978:486) strategic planning model (with modifications) was used to review the

courses offered by the Secretarial Department at Skyline College. Dr. Shirley's model was chosen because it was familiar to the instructional staff and had been approved previously by the Chancellor and the Board of Trustees for this purpose. The key components, as modified for this study were:

A. Internal Strengths and Capabilities

1) Are the courses consistent with the District's mission and goals statements?

2) Are there adequate facilities for teaching the secretarial courses?

3) Are service contracts available for various equipment used when teaching the courses?

4) Do the courses provide students, with appropriate job skills?

5) Are there adequate supplies for teaching the secretarial courses?

B. External Needs, Opportunities, and Constraints

1) Is there a student demand for the courses?

2) Are career opportunities provided by the secretarial courses?

3) Is there an advantage in the business community for the skills learned in the secretarial courses offered at Skyline College?

4) Is there a degree of community impact for the secretarial courses?

5) What is the cost of teaching the secretarial courses?

6) What are the target goals for the secretarial courses?

An instructors' course analysis worksheet (See Appendix A) was designed by the researcher to be used for reviewing/evaluating all courses listed in the 1983-84 Skyline College Catalog. A criteria rating sheet, along with a clarification of criteria, was developed to accompany the course analysis worksheet.

The course analysis worksheet, criteria rating sheet, and the clarification of criteria were field tested with two administrators and two secretaries instructors. The field test was limited because only two Skyline administrators are directly involved with the instructional program--Dean of Instruction and the Director of the Business Division. Two instructors from the Secretarial Department (one part time and one full time) were chosen for the field test. Three changes were recommended for the course analysis worksheet; no changes were recommended for the rating sheet or the clarification of criteria sheet.

After the three changes were made, a meeting was held with the two administrators and seven of the 13 instructors. The process for completing the review/evaluation for strategic planning was explained to the group by the researcher. To ensure that all participants followed the same directions, a memo and agenda (See Appendixes B

and C) were sent to administrators and instructors. All but one of the course analysis worksheets were returned within seven days. Instructors and administrators rated each category; the ratings were tallied by hand.

A summary of the ratings was discussed at a meeting one week later. During the meeting, instructors and administrators voted on the last category--target goals. Summary notes were recorded for the review/evaluation of courses. The summary notes (See Appendix D) were submitted to the Dean of Instruction and the Director of the Business Division as recommendations concerning whether the course(s) should be "maintained," "increased," "reduce," "reduced/ possibly terminate," or "terminate." The strategic review/ evaluation worksheet provided administrators with some of the information needed to determine priorities in financing the courses in the secretarial curriculum.

Course Evaluation and Strategic Planning--Advisory Committee

Instructors in the Secretarial Department were asked to submit the names and telephone numbers of persons in the business community who would serve on an advisory committee for a two-year period. Fifteen names were submitted to the researcher. Telephone calls were made to each person, and seven individuals from local businesses agreed to serve for two years for two years. Two secretarial students also agreed to serve on the committee. It is College policy that the President, Dean of Instruction, and Director of the

Business Division serve as ex-officio members of the committee. In addition, all secretarial instructors and instructional aides were invited to attend the advisory committee meetings. A list of the advisory committee members along with a thank-you letter (See Appendix E) were sent to each local business person who agreed to serve. An interoffice memo (See Appendix F) was sent to the administrators, secretarial instructors, and instructional aides on campus.

A course analysis worksheet (See Appendix G) for advisory committee members, listing all courses described in the 1983-84 Skyline Catalog, was developed and mailed along with the thank-you letter. The course analysis worksheet for advisory committee members was not field tested since the courses listed were taken directly from the current edition of the catalog, and they formed the college's course contract with current secretarial students. All secretarial courses were listed with catalog descriptions which indicated skills and/or job competencies to be learned by the students. The members were asked to rate each course using a five-point Likert scale. Only nine members of the committee returned the evaluation worksheet.

The advisory committee members were asked to complete the course analysis worksheet and bring it to the first committee meeting. An agenda (See Appendix H) was prepared for the meeting. Minutes recorded at the meeting (See Appendix I) contained a summary of votes of the members of the advisory committee for each course, a summary of

additional comments, and a list of recommended courses and/or instructional units. The advisory committee was also asked to review, comment, and approve the summary of strategic planning notes completed by the instructors.

A second advisory committee meeting was held during the spring semester 1984. The main purpose of the spring meeting (See Appendix J) was to establish short- and long-range goals for the Secretarial Department. The Advisory Committee, instructors, and administrators established three primary areas; they were:

1) What should be the immediate, short-, and long-range goals for the instructional program for the Secretarial Department?

2) What is the most effective and economical way to retrain the secretarial instructors?

3) What can the members of the Secretarial Department do to maintain the "state-of-the-art" automated equipment in the Department?

Each member of the advisory committee and instructor were asked to bring several suggested responses to the three goal areas. The items were summarized and approved by the committee as recommended goals for the Department (See Appendix K).

Predictions of Job Titles/Skills: Professional Organizations

Members of the San Francisco Chapters of Administrative Management Society and Golden Gate Word Processing

Exchange were surveyed to determine their perceptions of possible job titles and job skills that would be required for secretaries/office assistants by the year 1990. The two groups were chosen as representatives of office workers in the San Francisco Bay Area. The Administrative Management Society was comprised of 250 members who worked in office management and supervision. Golden Gate Word Processing Exchange was comprised of 135 members who worked in word processing centers and/or who operated word processing equipment. Members of both professional groups worked for 121 small, medium, and large companies in the San Francisco Bay Area.

Two opinionnaires (See Appendixes L and M) were developed by the researcher. The opinionnaires were field tested with a group of 20 persons; the field test group was comprised of instructors, office workers, and, advisory committee members. The chairperson of the education committee for each organization obtained permission from both the board of directors to have members participate in the survey.

The opinionnaires, a letter of explanation and a self-addressed, stamped envelope were mailed to the members as an insert with the monthly newsletters for each organization (See Appendixes N and O). The appeal was made to complete and return the opinionnaires within one month of receipt. A follow-up reminder to complete and return the opinionnaire appeared in a newsletter for each group 30 days

after the members received the survey instruments. A five-point Likert scale was used to collect data regarding job skills. The categories for stating opinions regarding job skills were: "very important," "important," "uncertain," "not important," and "least important." The job skills were taken from instructional course objectives used at Skyline in typewriting (keyboarding), language skills, shorthand, word information processing, and general office skills.

A five-point Likert scale was used on the opinionnaire to collect data regarding job titles. A list of titles was chosen from the Dictionary of Occupational Titles (1977) and from the Supplement for the Dictionary of Occupational Titles (1982). The members of the professional organizations were asked to state opinions in the following categories: "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree."

Student Evaluation

A third opinionnaire was developed by the researcher to determine students' perceptions (See Appendix P) of the secretarial courses offered in the certificate and degree programs at Skyline. The students were asked to indicate their perceptions in two areas: (1) Should the course(s) continue to be offered? Was the course(s) of value to the student? Students indicated whether the course should be offered by selecting one of the following categories:

"strongly agree," "agree," "uncertain," "strongly disagree, disagree," or "no response." Students indicated whether the course was of value by choosing one of the following categories: "very valuable," "valuable," "undecided," "not valuable," "least valuable," or "did not take."

Students were asked to complete the opinionnaire the during ninth week of instruction of the spring 1984 semester. Opinionnaires were given to students enrolled in the day and extended education secretarial courses. A summary of the students' perceptions was compared to the course evaluation summary provided by the advisory committee members and the strategic planning worksheet review/ evaluation provided by the administrators and instructors.

All data were processed at the Skyline College Computer Center using an IBM Personal Computer and Lotus 1-2-3 software. Each opinionnaire was ranked by frequency of positive and negative responses. Positive responses were defined as "strongly agree/agree," "very valuable/valuable," and negative responses were defined as "strongly disagree/ disagree" and "not valuable/least valuable." Courses offered, value of the course, job titles, and job skills were ranked by raw percentage scores to indicate the categories with the highest positive scores. Bar graphs were developed to show graphically the responses. Line graphs were printed to show a comparison between the positive responses of the day and evening students' responses. Finally, the value of each course, job skills,

and job titles were sorted and ranked in descending order to indicate the most important in each category.

After all data were collected and analyzed, the futuristic secretarial curriculum model (See Appendix Q) was developed. Copies of the model along with an evaluation form (See Appendix R) were mailed to five administrators, thirteen secretarial instructors, and 12 advisory committee members. They were asked to evaluate their participation in the implementation of the futuristic curriculum model, which was used to recommend the revision of the secretarial curriculum at Skyline College.

Chapter 4

PRESENTATION OF RESULTS

Before the model for revising the secretarial curriculum at Skyline College was developed, four internal evaluations were conducted. 1. Secretarial instructors evaluated the courses offered by the Secretarial Department using a strategic planning course analysis worksheet. 2. Advisory committee members evaluated the secretarial courses and suggested new instructional units and/or courses that should be added to the curriculum. 3. Secretarial students determined whether courses should be offered and whether courses were of value to them. 4. Students were also asked to evaluate the quality of instruction in the Secretarial Department.

The model included the collection of data from San Francisco Chapters of the Administrative Management Society and Golden Gate Word Processing Exchange, two professional organizations. These organizations provided predictions of job titles and job skills for the office worker in 1990. Finally, the model (See Appendix Q) and the implementation of the model, were evaluated by 5 administrators, 13 secretarial instructors, and 9 advisory committee members who participated in the study.

Course Evaluation and Strategic Planning--Instructors

The 28 secretarial courses required for a certificate and/or Associate Arts Degree were used as independent variables on the course analysis worksheet; the dependent variables were criteria that affected instruction both internally and externally (See Appendix A). The instructors recommended offering additional sections of five courses; they were:

1) 102 (Keyboarding for Computers)
2) 305 (Word Processing Keyboards)
3) 315 (Word Processing Concepts)
4) 400 (Business English)
5) 401 (Business Communications)

Three courses were recommended for termination by the instructors; they were:

1) 260 (Beginning Machine Shorthand)
2) 270 (Intermediate Machine Shorthand)
3) 325 (In-Plant Production and Management)

Instructors decided the need for machine shorthand writers did not exist in the automated office and that court reporters would begin to use computer-assisted transcription. Instructors recommended that in-plant production and management be terminated because the Secretarial Department did not have adequate facilities and equipment in 1984 to train students for employment in the printing industry. Courses 260 and 270 (Machine Shorthand) were recommended for termination because of low demand by students.

Instructors evaluation results are shown in Table 1 and outlined in the summary notes in Appendix D. Instructors agreed that instruction in 20 of the 29 evaluated courses should be maintained (See Table 1).

Fifty percent of the instructors recommended that course 101 (Basic Typing and Language Skills) should be maintained, whereas 50 percent recommended the course be reduced. The 50 percent who recommended the course should be maintained believed the Secretarial Department should offer a course designed especially for students having English as a second language. The instructors who favored reduction believed this course to be similar in content to courses 100 (Beginning Typing) and 400 (Business English).

Eighty-four percent of the instructors recommended maintaining course 205 (Alphabetic Shorthand), whereas 16 percent recommended reducing this course. Those who favored reduction believed that fiscal constraints should limit the number of shorthand courses for the automated office.

For the most part, instructors were in agreement as to which courses should be maintained or terminated. They were in whole-hearted agreement with respect to those courses they believed should be increased. All instructors recommended increasing these course: 102 (Keyboarding for Computers), 305 (Word Processing Keyboards), 315 (Word Processing Concepts), 318 (Word Processing Internship), 400 (Business English), and 401 (Business Communications).

Table No. 1

Summary of Strategic Planning Course Evaluation--Instructors
N = 12

Courses	Percent	Target Goals
Required Secretarial Courses:		
100 -Beginning Typing	100%	Maintain
101 -Basic Typing & Language Skills	50%	Maintain
	50%	Reduce
102 -Keyboarding for Computers	100%	Increase
110I-Typing - Intermediate Level	100%	Maintain
110A-Typing - Advanced Level	100%	Maintain
145 -Typing Skill Building	100%	Maintain
200 -Beginning Gregg Shorthand	100%	Maintain
205 -Alphabetic Shorthand	16%	Reduce
	84%	Maintain
210 -Shorthand and Transcription	100%	Maintain
240 -Refresher Shorthand	100%	Maintain
242 -Shorthand Dictation & Transcription	100%	Maintain
260 -Beginning Machine Shorthand	100%	Terminate
270 -Intermediate Machine Shorthand	100%	Terminate
300 -Word Processing: Machine Transcription	100%	Maintain
305 -Word Processing Keyboards	100%	Increase
315 -Word Processing Concepts	100%	Increase
318 -Word Processing Internship	100%	Increase
320 -Copy Processing	100%	Maintain
325 -In-Plant Production & Management	100%	Terminate
400 -Business English	100%	Increase
401 -Business Communications	100%	Increase
410 -Administrative Office Procedures	100%	Maintain
412 -Filing and Records Management	100%	Maintain
448 -Legal Secretarial Training	100%	Maintain
484 -Medical Terminology	100%	Maintain
488 -Medical Transcriber Internship	100%	Maintain
489 -Medical Transcription	100%	Maintain
Required Business Courses:		
129 -Calculating Machines	100%	Maintain
105 -Exploration of Business Careers	100%	Maintain

Course Evaluation and Strategic Planning--Advisory Committee

Nine advisory committee members unanimously agreed that seven courses should continue to be offered by the Secretarial Department; they were:

1) 300 (Word Processing--Machine Transcription)
2) 320 (Copy Processing)
3) 400 (Business English)
4) 448 (Legal Secretarial Training)
5) 484 (Medical Terminology)
6) 489 (Medical Transcriber Internship)
7) 488 (Medical Transcription)

The advisory committee was uncertain if 260 (Beginning Machine Shorthand), 270 (Intermediate Machine Shorthand), and 101 (Basic Typing and Language Skills) met a specific need in the automated office. Table 2 shows the results of the advisory committee recommendations. The advisory committee suggested that the following instructional units and/or courses be added to the secretarial curriculum:

1) Business and Technical Report Writing
2) Microcomputer Concepts
3) Basic Programming
4) How to Adapt Technology to Your Job
5) Working in An Automated Office
6) How to Succeed on A Job Interview

Table No. 2

Summary of Course Analysis Worksheet for Advisory Committee Members
N = 9

Courses	Percentage		
	Agree*	Uncertain!	Disagree#
Sec. 100 - Beginning Typing	77	22	0
Sec. 101 - Basic Typing & Lang. Skills	44	33	22
Sec. 102 - Keyboarding for Computers	66	33	0
Sec. 110 - Typing (Inter. & Advanced)	77	22	0
Sec. 145 - Typing Skill Building	55	44	0
Sec. 200 - Beginning Gregg Shorthand	66	22	11
Sec. 205 - Alphabetic Shorthand	55	44	0
Sec. 210 - Shorthand & Transcription	66	22	11
Sec. 240 - Refresher Shorthand	55	33	11
Sec. 242 - Shorthand Dictation/Trans.	66	22	11
Sec. 260 - Beginning Machine Shorthand	44	55	0
Sec. 270 - Inter. Machine Shorthand	44	55	0
Sec. 300 - WP: Machine Transcription	100	0	0
Sec. 305 - Word Processing Keyboards	66	22	11
Sec. 315 - Word Processing Concepts	88	11	11
Sec. 318 - Word Processing Internship	88	11	0
Sec. 320 - Copy Processing	100	0	0
Sec. 325 - In-Plant Production & Mgmt.	66	33	0
Sec. 400 - Business English	100	0	0
Sec. 401 - Business Communication	88	11	11
Sec. 410 - Administrative Ofc Procedures	66	22	11
Sec. 412 - Filing and Records Mgmt.	77	11	11
Sec. 448 - Legal Secretarial Training	100	0	0
Sec. 484 - Medical Terminology	100	0	0
Sec. 488 - Medical Transcriber Internship	100	0	0
Sec. 489 - Medical Transcription	100	0	0
Bus. 105 - Exploration of Bus. Careers	66	22	11
Bus. 129 - Calculating Machines	77	22	0

*Agreed that the course as described in the catalog provides job competencies needed by skilled office workers.

!Uncertain that the course as described in the catalog provides job competencies needed by skilled office workers.

#Disagreed that the course as described in the catalog provides job competencies needed by skilled office workers.

7) Interactive Processing Techniques--Keyboards, Media, and Voice
8) Electronic Records Management
9) Automated Document Storage and Retrieval--Data and Microforms
10) Database Management
11) Technical Writing for Procedures Manuals
12) Punctuation for Business Writing
13) How to Start Your Own Business
14) How to Dictate
15) Word Processing Systems/Computer Graphics Application
16) How to Read and Use a Procedures Manual
17) Telecommunications Concepts and Terminology

Eighty-eight percent of the Advisory Committee members believed that courses 315 and 318 (Word Processing Concepts and Internship) and 401 (Business Communications) provide job competencies needed by skilled office workers. Seventy-seven percent of the Advisory Committee members agreed that the following courses provided basic job competencies needed by skilled office workers: 100 (Beginning Typing) 110 (Intermediate and Advanced Typing), 412 (Filing and Records Management), and 129 (Calculating Machines). Sixty-six percent of the Advisory Committee members believed 102 (Keyboarding for Computers), 200 (Beginning Gregg Shorthand), 210 (Shorthand and Transcription), 242 (Shorthand Dictation/Transcription), 305 (Word Processing

Keyboards), 315 (Word Processing Concepts), 325 (In-Plant Production and Management), 410 (Administrative Office Procedures), and Business 105 (Exploration of Business Careers) provided job competencies needed by skilled office workers.

Student Evaluation

Over 50 percent of the students agreed that courses 100 (Beginning Typing), 400 (Business English), 145 (Skill Building), and 110 (Intermediate Typing) should be offered. Only 50 percent of the student respondents were enrolled in all secretarial courses (See Tables 3 and 4).

Fewer than 30 percent of student respondents indicated that the following courses should be offered: 205 (Alphabetic Shorthand) 270 (Intermediate Machine Shorthand) 260 (Beginning Machine Shorthand) and 320 (Copy Processing). Fifty percent of the students were not enrolled in the courses and, therefore, could not respond. (See Tables 3 and 4 and Figures 1 and 2). Responses indicating disagreement with course offerings were negligible in terms of percentages except for responses referring to 484 (Medical Terminology) where 9 percent of the respondents disagreed that the course should be offered.

Students also were asked to rank courses according to the following categories: "very valuable," "valuable," "undecided," "not valuable," "least valuable," and "did not take." (See Student Opinionnaire, Appendix P; also see Tables 5 and 6 and Figures 3 and 4 for raw scores.)

Table No. 3

Student Opinionnaire--Course Evaluation
Should Course Be Offered
N = 344

Raw Scorces - Descending Order

Course	Agree	%	Uncertain	%	Disagree	%	No Response	%
100 Beg. Typing	217	63%	6	2%	0	0%	124	36%
400 Bus. English	200	58%	8	2%	0	0%	134	39%
145 Skill Building	194	56%	6	2%	1	0%	143	42%
110 Typing (Intermediate)	180	52%	3	1%	1	0%	160	47%
410 Adm. Office Procedures	163	47%	42	12%	17	5%	120	35%
401 Bus. Communications	156	45%	6	2%	4	1%	176	51%
305 WP Keyboards	151	44%	6	2%	2	1%	183	53%
315 WP Concepts	151	44%	9	3%	5	1%	177	51%
110 Typing (Advanced)	149	43%	6	2%	3	1%	186	54%
412 Filing & Rec. Mgmt.	148	43%	44	13%	24	7%	126	37%
484 Medical Terminology	148	43%	40	12%	30	9%	124	36%
489 Medical Transcriber	148	43%	43	13%	15	4%	136	40%
300 WP Machine Trans.	141	41%	12	3%	2	1%	187	54%
448 Legal Sec. Training	137	40%	47	14%	23	7%	135	39%
488 Medical Trans. Intern.	136	40%	49	14%	20	6%	137	40%
102 Keybrdg for Computers	134	39%	8	2%	0	0%	202	59%
101 Basic Typing & LS	134	39%	6	2%	0	0%	204	59%
318 WP Internship	129	38%	9	3%	1	0%	203	59%
200 Beg. Gregg Shorthand	124	36%	8	2%	6	2%	202	59%
210 Short. & Trans.	122	35%	7	2%	2	1%	209	61%
240 Refresher Shorthand	109	32%	15	4%	4	1%	214	62%
242 Short. Dict. & Trans.	106	31%	9	3%	3	1%	222	65%
205 Alpha. Shorthand	92	27%	20	6%	6	2%	222	65%
270 Inter. Mach. Shorthand	92	27%	14	4%	3	1%	231	67%
260 Beg. Mach. Shorthand	91	26%	13	4%	3	1%	233	68%
320 Copy Processing	89	26%	50	15%	12	3%	191	56%

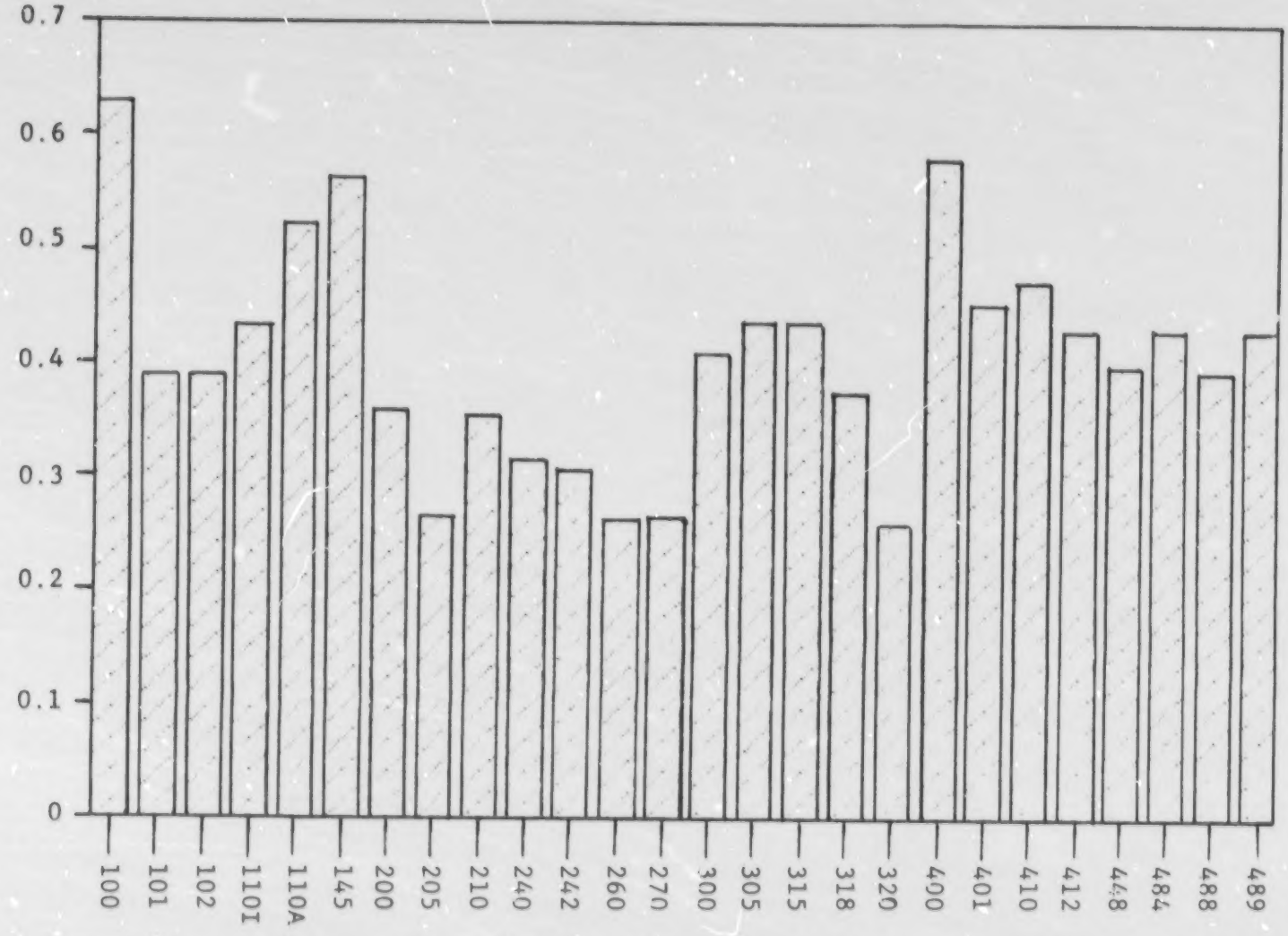
Table No. 4

Student Opinionnaires--Course Evaluation
Should Course Be Offered
N = 344
Raw Scores

Course	Agree	%	Uncertain	%	Disagree	%	No Response	%
100 Beg. Typing	217	63%	6	2%	0	0%	124	36%
101 Basic Typing & LS	134	39%	6	2%	0	0%	204	59%
102 Keybrdg for Computers	134	39%	8	2%	0	0%	202	59%
110 Typing (Intermediate)	180	52%	3	1%	1	0%	160	47%
110 Typing (Advanced)	149	43%	6	2%	3	1%	186	54%
145 Skill Building	194	56%	6	2%	1	0%	143	42%
200 Beg. Gregg Shorthand	124	36%	8	2%	6	2%	202	59%
205 Alpha. Shorthand	92	27%	20	6%	6	2%	222	65%
210 Short. & Trans.	122	35%	7	2%	2	1%	209	61%
240 Refresher Shorthand	109	32%	15	4%	4	1%	214	62%
242 Short. Dict. & Trans.	106	31%	9	3%	3	1%	222	65%
260 Beg. Mach. Shorthand	91	26%	13	4%	3	1%	233	68%
270 Inter. Mach. Shorthand	92	27%	14	4%	3	1%	231	67%
300 WP Machine Trans.	141	41%	12	3%	2	1%	187	54%
305 WP Keyboards	151	44%	6	2%	2	1%	183	53%
315 WP Concepts	151	44%	9	3%	5	1%	177	51%
318 WP Internship	129	38%	9	3%	1	0%	203	59%
320 Copy Processing	89	26%	50	15%	12	3%	191	56%
400 Bus. English	200	58%	8	2%	0	0%	134	39%
401 Bus. Communications	156	45%	6	2%	4	1%	176	51%
410 Adm. Office Procedures	163	47%	42	12%	17	5%	120	35%
412 Filing & Rec. Mgmt.	148	43%	44	13%	24	7%	126	37%
448 Legal Sec. Training	137	40%	47	14%	23	7%	135	39%
484 Medical Terminology	148	43%	40	12%	30	9%	124	36%
488 Medical Trans. Intern.	136	40%	49	14%	20	6%	137	40%
489 Medical Transcriber	148	43%	43	13%	15	4%	136	40%

Figure 1

Student Opinionnaire--Course Evaluation
Should Course Be Offered
N = 344



Raw Scores - Percentages of Students Who Agree

Figure 2

Student Opinionnaire--Course Evaluation
Should Course Be Offered
N = 344

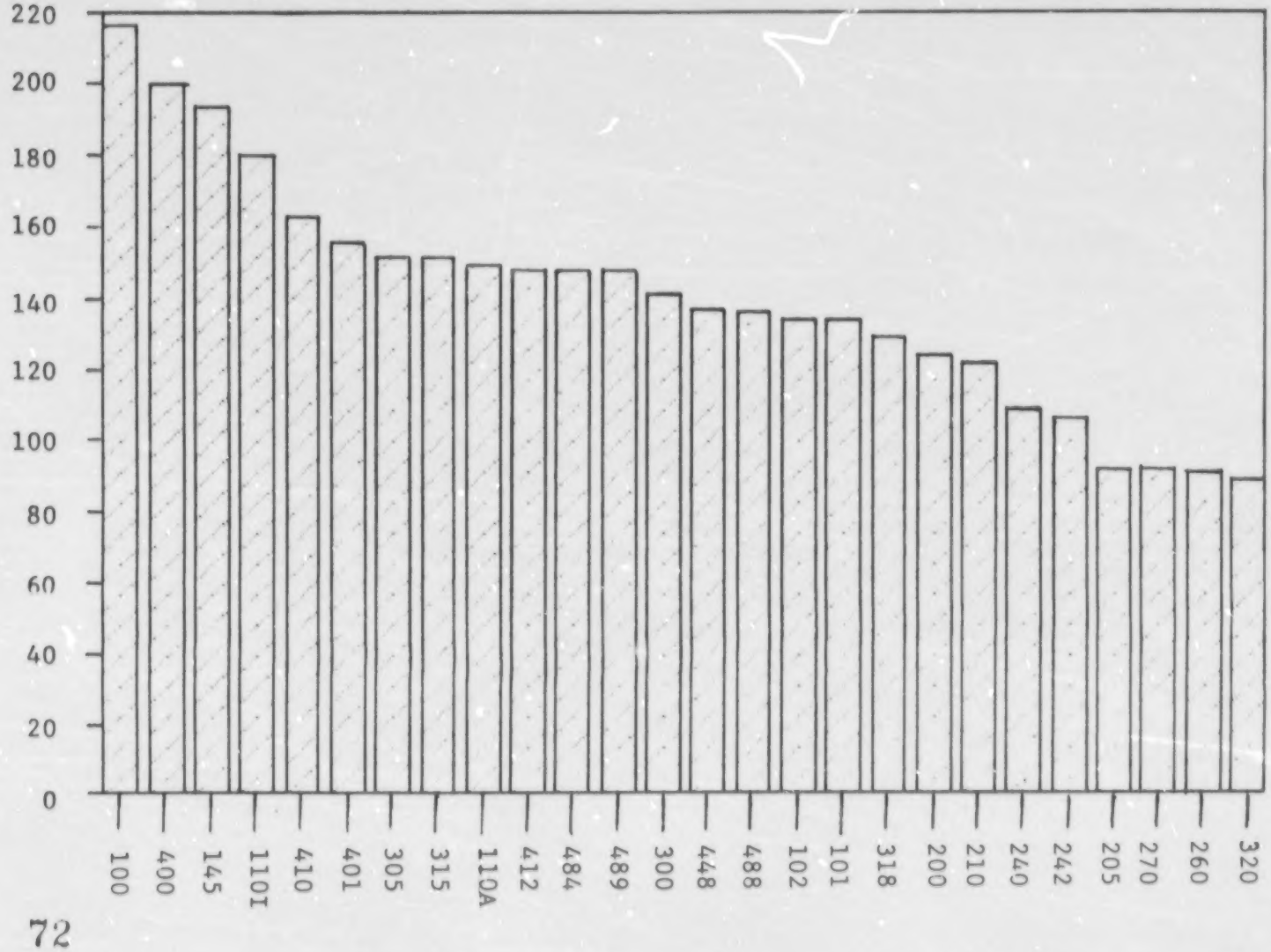


Table No. 5

Student Opinionnaire--Course Evaluation
Value of Course
N = 344

Raw Scores - Descending Order

Course	Valuable	%	Uncertain	%	Not Valuable	%	Did Not Take	%
100 Beg. Typing	150	44%	3	1%	5	1%	186	54%
400 Bus. English	138	40%	5	1%	0	0%	199	58%
145 Skill Building	138	40%	8	2%	0	0%	197	57%
110 Typing (Intermediate)	117	34%	3	1%	1	0%	223	65%
484 Medical Terminology	112	33%	27	8%	8	2%	195	57%
412 Filing & Rec. Mgmt.	109	32%	32	9%	4	1%	197	57%
410 Adm. Office Procedures	102	30%	29	8%	6	2%	205	60%
489 Medical Transcriber	98	28%	28	8%	3	1%	213	62%
448 Legal Sec. Training	95	28%	32	9%	4	1%	211	61%
488 Medical Internship	93	27%	33	10%	7	2%	209	61%
320 Copy Processing	91	26%	41	12%	6	2%	204	59%
401 Bus. Communications	87	25%	4	1%	4	1%	247	72%
110 Typing (Intermediate)	74	22%	8	2%	0	0%	260	76%
315 WP Concepts	74	22%	5	1%	5	1%	258	75%
300 WP Machine Trans.	67	19%	7	2%	2	1%	266	77%
305 WP Keyboards	67	19%	3	1%	2	1%	270	78%
102 Keybrdg for Computers	61	18%	4	1%	2	1%	277	81%
101 Basic Typing & LS	61	18%	4	1%	3	1%	276	80%
318 WP Internship	49	14%	4	1%	2	1%	287	83%
200 Beg. Gregg Shorthand	43	13%	7	2%	2	1%	288	84%
210 Short. & Trans.	43	13%	5	1%	2	1%	290	84%
240 Refresher Shorthand	37	11%	8	2%	2	1%	293	85%
242 Short. Dict. & Trans.	33	10%	7	2%	3	1%	297	86%
205 Alpha Shorthand	30	9%	8	2%	4	1%	298	87%
260 Beg. Mach. Shorthand	22	6%	7	2%	3	1%	308	90%
270 Inter. Mach. Shorthand	21	6%	8	2%	3	1%	308	90%

56

Table No. 6

Student Opinionnaire--Course Evaluation
Value of Course
N = 344

Raw Scores

Course	Valuable	%	Uncertain	%	Not Valuable	%	Did Not Take	%
100 Beg. Typing	150	44%	3	1%	5	1%	186	54%
101 Basic Typing & [illegible]	61	18%	4	1%	3	1%	276	80%
102 Keybrdg for Computers	61	18%	4	1%	2	1%	277	81%
110 Typing (Intermediate)	74	22%	8	2%	0	0%	260	76%
110 Typing (Advanced)	117	34%	3	1%	1	0%	223	65%
145 Skill Building	138	40%	8	2%	0	0%	197	57%
200 Beg. Gregg Shorthand	43	13%	7	2%	2	1%	288	84%
205 Alpha. Shorthand	30	9%	8	2%	4	1%	298	87%
210 Short. & Trans.	43	13%	5	1%	2	1%	290	84%
240 Refresher Shorthand	37	11%	8	2%	2	1%	293	85%
242 Short. Dict. & Trans.	33	10%	7	2%	3	1%	297	86%
260 Beg. Mach. Shorthand	22	6%	7	2%	3	1%	308	90%
270 Inter. Mach. Shorthand	21	6%	8	2%	3	1%	308	90%
300 WP Machine Trans.	67	19%	7	2%	2	1%	266	77%
304 WP Keyboards	67	19%	3	1%	2	1%	270	78%
315 WP Concepts	74	22%	5	1%	5	1%	258	75%
318 WP Internship	49	14%	4	1%	2	1%	287	83%
320 Copy Processing	91	26%	41	12%	6	2%	204	59%
400 Bus. English	138	40%	5	1%	0	0%	199	58%
401 Bus. Communications	87	25%	4	1%	4	1%	247	72%
410 Adm. Office Procedures	102	30%	29	8%	6	2%	205	60%
412 Filing & Rec. Mgmt.	109	32%	32	9%	4	1%	197	57%
448 Legal Sec. Training	95	28%	32	9%	4	1%	211	61%
484 Medical Terminology	112	33%	27	8%	8	2%	195	57%
488 Medical Trans. Intern.	93	27%	33	10%	7	2%	209	61%
489 Medical Transcriber	98	28%	28	8%	3	1%	213	62%

Figure 3

Student Opinionnaire--Course Evaluation
Value of Course
N = 344

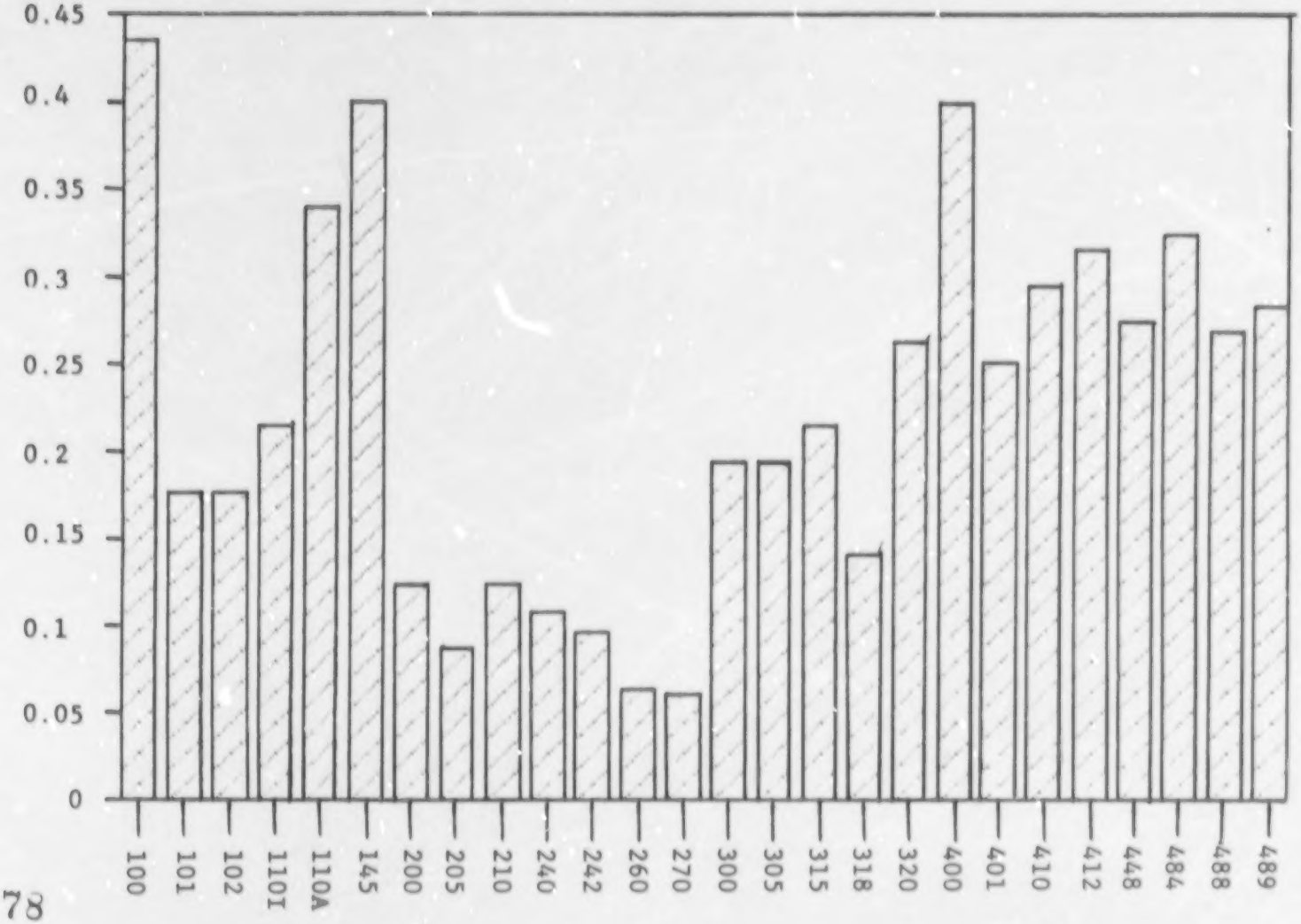
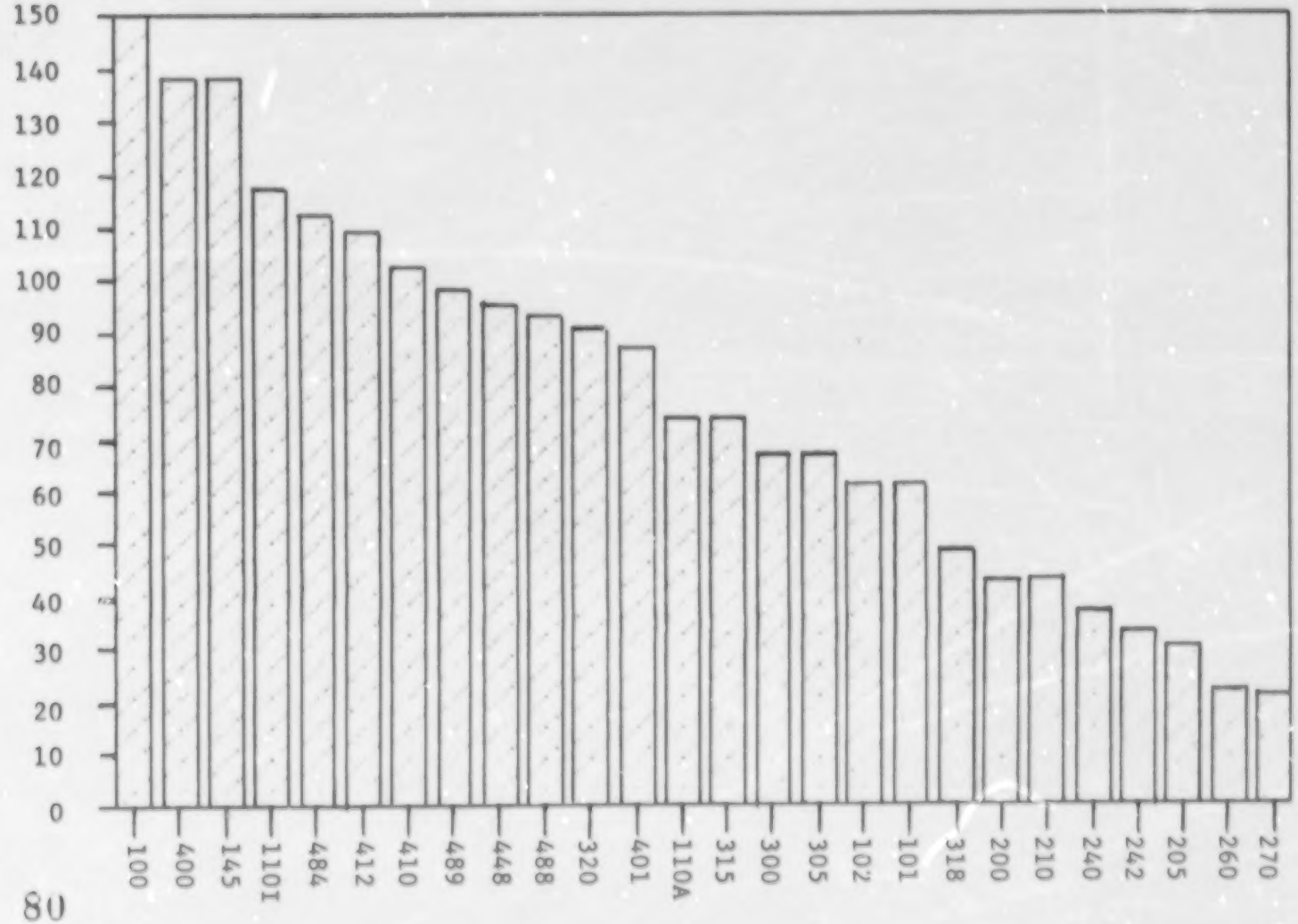


Figure 4

Student Opinionnaire--Course Evaluation
Value of Course
N = 344



Seven courses were selected by at least 30 percent of the students as being the most valuable: 101 (Beginning Typing), 400 (Business English), 145 (Typing Skill Building), 110 (Intermediate Typing), 484 (Medical Terminology), 412 (Filing and Records Management), and 410 (Administrative Office Procedures). Fewer than 14 percent of student respondents perceived the five shorthand courses to be valuable.

Eighty-five percent of the students indicated that the quality of instruction in the Secretarial Department was good, while only 12 percent stated the quality of instruction to be poor (See Table 7). Sixty-two percent of the students who participated in the study either worked full time or part time. Only eight percent of the students were unemployed (See Table 8). Eighty-two percent of the students enrolled in secretarial courses were evening students and working, while only 48 percent of the day students worked. Forty-one percent of the students were day students and unemployed, while only 14 percent of the evening students were unemployed (See Table 9).

Forty percent of the day students selected five courses that should be offered; they were:

1) 100 (Beginning Typewriting)
2) 400 (Business English)
3) 145 (Typing Skill Building)
4) 410 (Administrative Office Procedures)

Table No. 7

Student Opinionnaire--Course Evaluation
N = 344

Quality of Instruction	No.	Percent
Good	293	85%
Uncertain	11	3%
Poor	40	12%

Table No. 8

Student Opinionnaire--Course Evaluation
N = 344

Are You Employed?	No.	Percent
Yes	214	62%
No	104	30%
No Response	26	8%

Table No. 9

Student Opinionnaire--Course Evaluation
N = 202 Day
N = 142 Evening

Employed Students	Yes	%	No	%	No Response	%
Day	97	48%	84	41%	21	10%
Evening	117	82%	20	14%	5	3%

Seventy percent of the evening students perceived nine courses that should be offered; they were:

1) 410 (Administrative Office Procedures)
2) 484 (Medical Terminology)
3) 488 (Medical Transcription)
4) 448 (Legal Secretarial Training)
5) 400 (Business English)
6) 412 (Filing and Records Management)
7) 100 (Beginning Typewriting)
8) 145 (Typing Skill Building)
9) 110 (Intermediate Typing)

There were some specific contrasts between the responses of day students who by and large were unemployed and those of the night students who were already in the work force. Only 17 percent of the day students agreed that 260/270 (Beginning and Intermediate Machine Shorthand) should be offered; whereas 16 percent believed 242 (Shorthand Dictation and Transcription) and 205 (Alphabetic Shorthand should be offered. Forty-five percent of the evening students agreed that 205 (Alphabetic Shorthand) should be offered. Forty-three percent and 44 percent respectively agreed that 260/270 (Beginning and Intermediate Machine Shorthand) should be offered. (See Tables 10 and 11 and Figure 5 for a comparison of course offerings recommendations of day and evening students.)

Table No. 10

Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
Should Course Be Offered
N = 202 Day
N = 142 Evening

Raw Scores - Descending Order

Course	DAY Agree	Percent	Course	EVENING Agree	Percent
100	114	56%	410	120	85%
400	96	48%	484	111	78%
145	94	47%	489	109	77%
410	85	42%	448	106	75%
110I	82	41%	400	106	75%
320	75	37%	412	105	74%
412	75	37%	488	104	73%
489	65	32%	100	103	73%
315	65	32%	145	100	70%
488	64	32%	110I	98	69%
401	63	31%	320	95	68%
484	63	31%	401	95	67%
305	61	30%	101	93	65%
300	60	30%	305	92	65%
448	60	30%	200	91	64%
110A	58	29%	110A	91	64%
318	46	23%	102	90	63%
102	44	22%	315	88	62%
210	42	21%	318	85	60%
101	41	20%	210	84	59%
240	38	19%	300	83	58%
200	36	18%	242	77	54%
270	34	17%	240	73	51%
260	34	17%	205	64	45%
242	33	16%	270	62	44%
205	32	16%	260	61	43%

Table No. 11

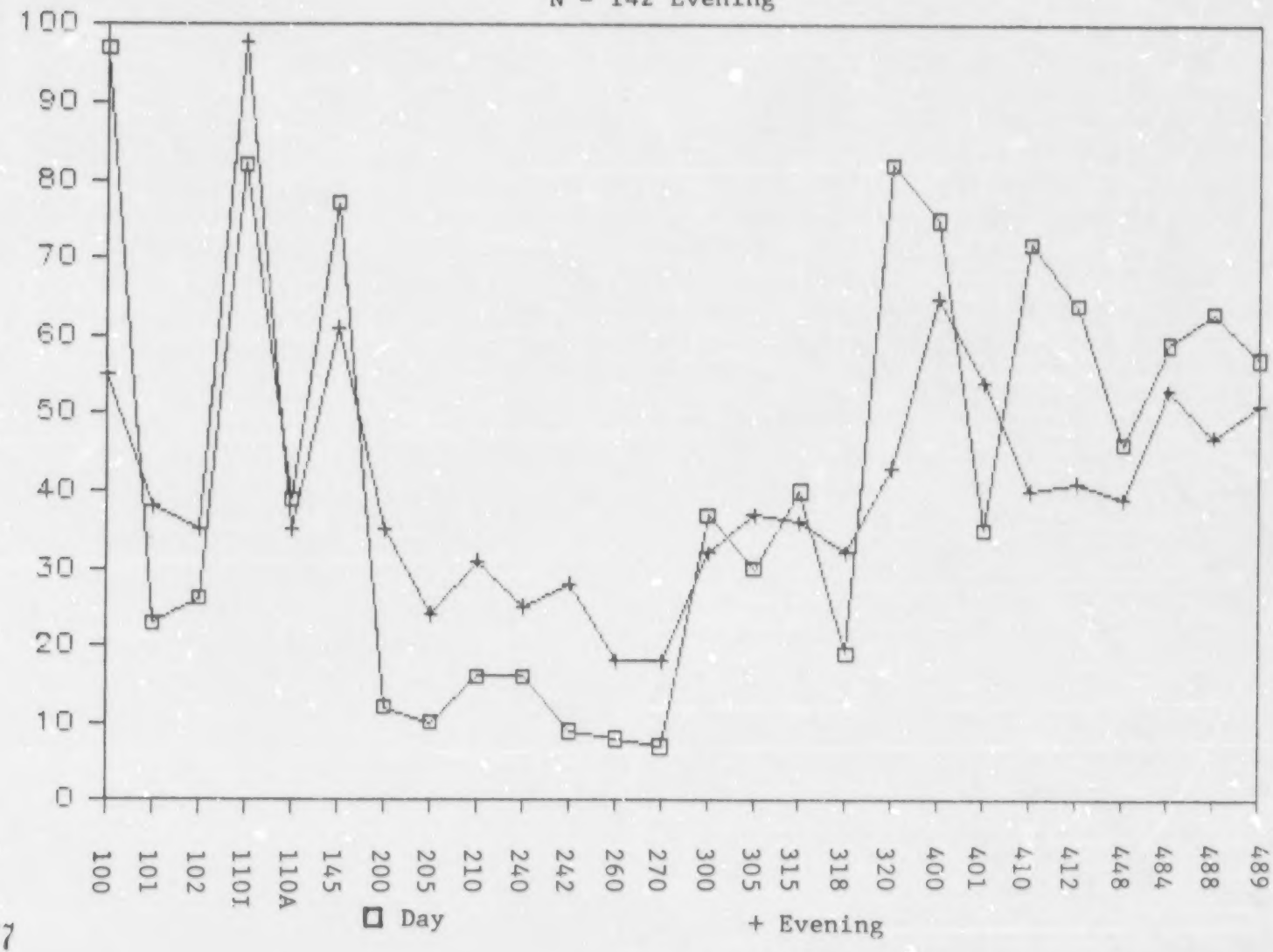
Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
Should Course Be Offered
N = 202 Day
N = 142 Evening

Raw Scores

Course	DAY Agree	Percent	Course	EVENING Agree	Percent
100	114	56%	100	103	73%
101	41	20%	101	93	65%
102	44	22%	102	90	63%
110I	82	41%	110I	98	69%
110A	58	29%	110A	91	64%
145	94	47%	145	100	70%
200	36	18%	200	91	64%
205	32	16%	205	64	45%
210	42	21%	210	84	59%
240	38	19%	240	73	51%
242	33	16%	242	77	54%
260	34	17%	260	61	43%
270	34	17%	270	62	44%
300	60	30%	300	83	58%
305	61	30%	305	92	65%
315	65	32%	315	88	62%
318	46	23%	318	85	60%
320	75	37%	320	96	68%
400	96	48%	400	106	75%
401	63	31%	401	95	67%
410	85	42%	410	120	85%
412	75	37%	412	105	74%
448	60	30%	448	106	75%
484	63	31%	484	111	78%
488	64	32%	488	104	73%
489	65	32%	489	109	77%

Figure 5

Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
N = 202 Day
N = 142 Evening



More than 40 percent of the day students indicated that 100 (Beginning Typewriting) and 110 (Intermediate Typewriting) were valuable to them. Evening students rated three courses as being valuable to them: 110 (Intermediate Typewriting), 400 (Business English), and 145 (Typing Skill Building). (See Tables 12 and 13 and Figure 6) for a comparison of day and evening students' course offerings recommendations.)

Only 47 percent of the day students agreed that course 145 (Typing Skill Building) should be offered, compared to 70 percent of the evening students. Only 20 percent of the day students believed course 101 (Basic Typing and Language Skills) should be offered, compared to 65 percent of the evening students. These marked differences in responses to virtually every item (for example: 19 percent of day students compared to 51 percent of evening students respecting course 240 (Refresher Shorthand) 48 percent compared to 75 percent respecting course 400 (Business English) presumably, may reflect the reality of the work place as it differs from students expectations. See Figure 5 which compares day and evening students course evaluations. Tables 10 and 11 compare day and evening students opinions respecting which courses should be offered. Evening students who are for the most part, employed recommended all the courses at a higher percentage than did the day students (See Figure 6). In addition to work status differences, differences in day and

Table No. 12

Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
Value of Course
N = 202 Day
N = 142 Evening

Raw Scores - Descending Order

Course	DAY Valuable	Percent	Course	EVENING Valuable	Percent
100	97	48%	110I	98	69%
110I	82	41%	400	65	46%
320	82	41%	145	61	43%
145	77	38%	100	55	39%
400	75	37%	401	54	38%
410	72	36%	484	53	37%
412	64	32%	489	51	36%
488	63	31%	488	47	33%
484	59	29%	320	43	30%
489	57	28%	412	41	29%
448	46	23%	410	40	28%
315	40	20%	443	39	27%
110A	39	19%	101	38	27%
300	37	18%	305	37	26%
401	35	17%	315	36	25%
305	30	15%	102	35	25%
102	26	13%	200	35	25%
101	23	11%	110A	35	25%
318	19	9%	300	32	23%
240	16	8%	318	32	23%
210	16	8%	210	31	22%
200	12	6%	242	28	20%
205	10	5%	240	25	18%
242	9	4%	205	24	17%
260	8	4%	260	18	13%
270	7	3%	270	18	13%

Table No. 13

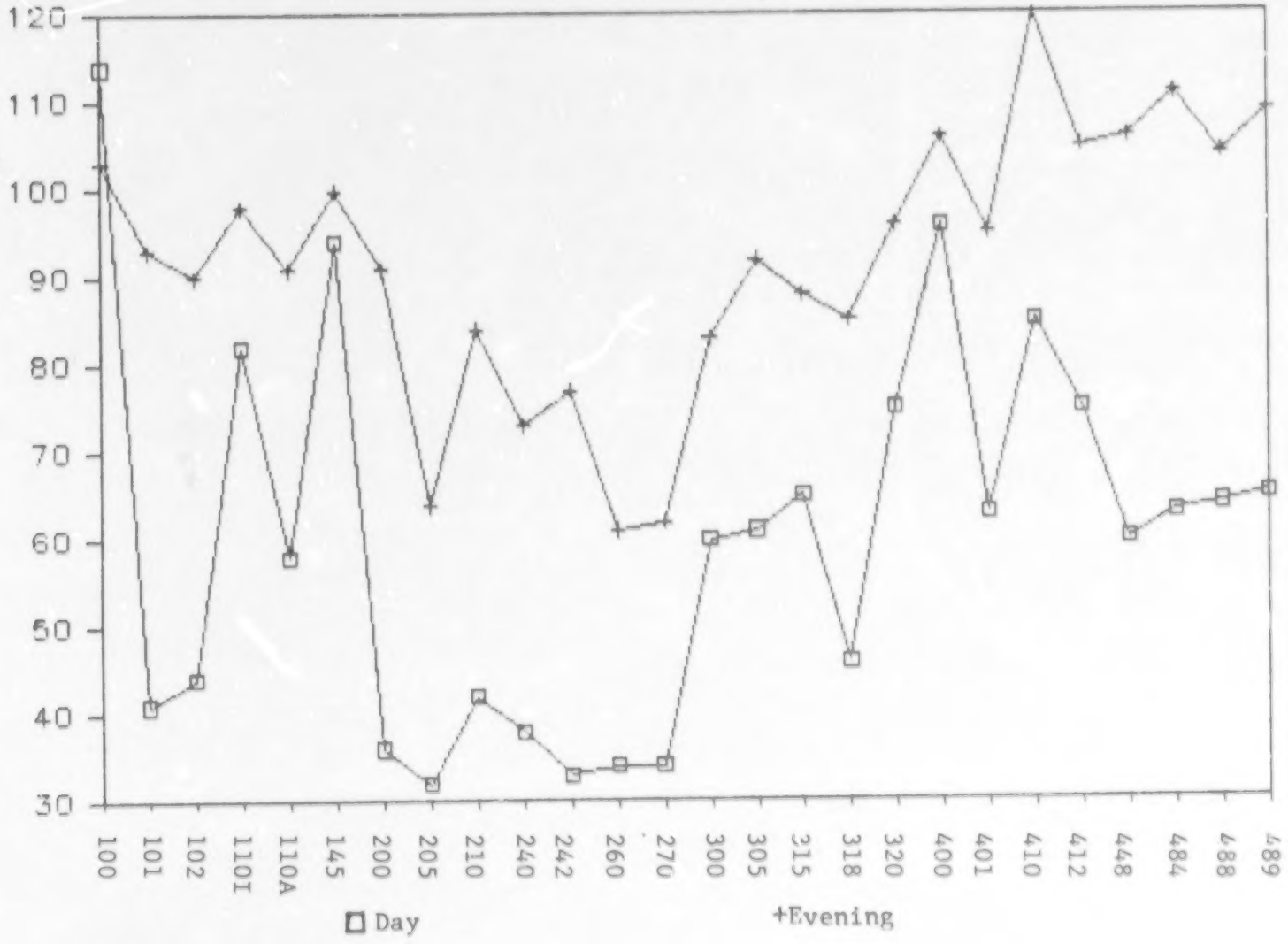
Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
Value of Course
N = 202 Day
N = 142 Evening

Raw Scores

DAY			EVENING		
Course	Valuable	Percent	Course	Valuable	Percent
100	97	48%	100	55	39%
101	23	11%	101	38	27%
102	26	13%	102	35	25%
110I	82	41%	110I	98	69%
110A	39	19%	110A	35	25%
145	77	38%	145	61	43%
200	12	6%	200	35	25%
205	10	5%	205	24	17%
210	16	8%	210	31	22%
240	16	8%	240	25	18%
242	9	4%	242	28	20%
260	8	4%	260	18	13%
270	7	3%	270	18	13%
300	37	18%	300	32	23%
305	30	15%	305	37	26%
315	40	20%	315	36	25%
318	19	9%	318	32	23%
320	82	41%	320	43	30%
400	75	37%	400	65	46%
401	35	17%	401	54	38%
410	72	36%	410	40	28%
412	64	32%	412	41	29%
448	46	23%	448	39	27%
484	59	29%	484	53	37%
488	63	31%	488	47	33%
489	57	28%	489	51	36%

Figure 6

Student Opinionnaire--Course Evaluation
Comparison of Day and Evening Students
N = 202 Day
N = 142 Evening



evening students, responses may reflect some probable age differences. Age as a variable, however, was not considered in this study.

Because the tables are, for the most part, self-explanatory this narrative discusses only those comparisons which are clearly outstanding, which reflect the most agreement or at least agreement, or which pertain to the basic curriculum offerings. Percentages of responses over 50 percent are included as well as those which are very low.

Ninety-seven percent of the day students designated course 100 (Beginning Typing) as being valuable, whereas only 39 percent of the evening students found this course of value. This difference in responses between day and evening students might be related to the differences in typing skills development which may exist between day and evening students.

Conversely, neither day nor evening students considered course 110A (Advanced Typewriting) to be highly valuable. Nineteen percent of the day students and 25 percent of the evening students rated the course as valuable. Evening students determined courses 320 (Copy Processing), 410 (Administrative Office Procedures), 412 (Filing/Records), and 448 (Legal Secretarial) to be of less value than did day students. Eighty-five percent of the evening students recommended that 410 (Administrative Office Procedures) should be offered compared to 42 percent of the day students.

Evening students rated basic office skills courses as being least valuable to them 100 (Beginning Typing), 300 Word Processing) 110A (Advanced Typing), 318 Word Processing Internship), and 200 (Beginning Gregg Shorthand). Courses selected as being the most valuable to evening students were those courses which are designed to develop employable skills that would improve their present work: 110I (Intermediate Typing), 400 (Business English), 145 (Typing Skill Building), and 401 (Business Communications).

The majority of day and evening students agreed that shorthand courses were among the least valued courses and that they should not be offered. However, 64 percent of evening students indicated that Beginning Shorthand should be offered, but only 25 percent of them found the course to be valuable. In contrast, only 18 percent of day students believed course 200 (Beginning Gregg Shorthand) should be offered, and only 6 percent of day students believed the course to be of value. Day and evening students concurred that courses 260 and 270 (Beginning and Intermediate Machine Shorthand) were of negligible value and should not be offered.

Advisory Committee Members, instructors, and students all concurred that 260 and 270 (Beginning and Intermediate Machine Shorthand) should be terminated. Because course 325 (In-Plant Production and Management) had not been taught for several semesters, the course was evaluated and recommended for termination exclusively by the

instructors. Neither students nor Advisory Committee members were asked to evaluate the course. Only the student groups recommended that courses 205 (Alphabetic Shorthand) and 242 (Shorthand Dictation and Transcription) be terminated. Only the Advisory Committee Members recommended that course 101 (Basic Typing and Language Skills) be terminated, although 50 percent of the instructors also noted to terminate the course (See Table 14).

Table No. 14

Courses Recommended for Termination

Course	Adv.Committee	Instrs.	Stdnts.
101 (Basic Typing & LS)	x	x	
205 (Alpha. Shorthand)			x
242 (Short. Dict. & Tran.)			x
260 (Beg. Mach. Shorthand)	x	x	x
270 (Int. Mach. Shorthand)	x	x	x
325 (In-Plant Prod. & Mgt.)		x	

Even though two courses (Business 105 and Business 129) were required for secretarial students who earned a certificate or degree, these courses were listed only in the Business Division and thus were not evaluated by secretarial students. Advisory Committee members and

instructors recommended that these two courses be listed in both the business and secretarial sections of the college catalog.

Secretarial courses recommended unanimously by Advisory Committee Members, instructors and students (See Table 15) fall into six categories: (1) Typewriting/Keyboarding, (2) Shorthand, (3) Word/Information Processing, (4) Language Skills, (5) General Office Skills, and (6) Legal/Medical. In the first category (Typewriting/Keyboarding), respondents from the three groups (Advisory Committee, instructors, students) concurred in recommending all courses, except for course 101, Basic Typing and Language, which was recommended only by the students. In the second category of courses (Shorthand), all three groups recommended courses 200, 210, 240, and 242. Similarly, all three respondent groups recommended courses 300, 305, 315, 318, and 320 in the third category. All three respondent groups, likewise, recommended all four courses (448, Legal Secretarial Training; 484, Medical Terminology; 488, Medical Transcriber Internship; and 489, Medical Transcription) (See Table 15). Three courses (101, 242, and 410) were not recommended by all respondent groups, but were, nevertheless, included in the list of recommended courses because of job market and/or college demands.

Table No. 15

Courses Recommended for the Secretarial Curriculum

Course	Adv. Committee	Instr.	Stdts.
TYPEWRITING/KEYBOARDING			
100: Beginning Typing	x	x	x
101: Basic Typing & Language Skills			x
102: Keyboarding for Computers	x	x	x
110: Typing (Intermediate & Advanced)	x	x	x
145: Typing Skill Building	x	x	x
SHORTHAND			
200: Beginning Gregg Shorthand	x	x	x
210: Shorthand and Transcription	x	x	x
240: Refresher Shorthand	x	x	x
242: Shorthand Dict. & Transcription	x	x	x
WORD/INFORMATION PROCESSING			
300: Word Processing: Mach. Trans.	x	x	x
305: Word Processing Keyboards	x	x	x
315: Word Processing Concepts	x	x	x
318: Word Processing Internship	x	x	x
320: Copy Processing	x	x	x
LANGUAGE SKILLS			
400: Business English	x	x	x
401: Business Communications	x	x	x
GENERAL OFFICE SKILLS			
105: Exploration of Business Careers	x	x	
129: Calculating Machines	x	x	
410: Administrative Office Procedures	x	x	x
LEGAL/MEDICAL			
448: Legal Secretarial Training	x	x	x
484: Medical Terminology	x	x	x
488: Medical Transcriber Internship	x	x	x
489: Medical Transcription	x	x	x

Prediction of Job Titles/Skills Professional Organizations

Forty-one percent (56 members) of Golden Gate Word Processing Exchange and 26 percent (65 members) of Administrative Management Society returned the opinionnaires (See Tables 16 and 17). Eighty percent of the word processing members indicated that six typewriting/keyboarding boarding skills are needed by secretaries and office assistants (See Table 16). These skills include being able to type business correspondence in proper format, business reports and/or manuscripts, business forms, statistical copy, tables and tabulated materials, and word processing documents. Eighty percent of the managers indicated that 11 skills are needed by secretaries and office assistants (See Table 17). Both groups indicated "typing on an electric typewriter" as the skill least needed in the typewriting/keyboarding category.

Eighty-six percent of both respondent groups indicated the following language skills as being needed by secretaries and office assistants: knowledge of spelling and punctuation rules, knowledge of capitalization and rules of grammar, guidelines of effective communication, hyphenation, letter and memo writing guidelines, business report writing guidelines, along with understanding of the rules for using homonyms, antonyms, synonyms, and numbers. Guidelines for oral presentations were identified to be the least needed language skills for secretaries and office assistants.

Table 16

Predicted Job Skills for Year 1990
Golden Gate Word Processing Exchange
(Descending Order)
N = 56

Skills	Agree	%	Uncrtn	%	Disagree	%
TYPEWRITING/KEYBOARDING						
The secretary/office assistant should be able to type:						
bus. corres. in proper format.	53	95%	2	4%	1	2%
bus. rpts and/or manuscripts.	53	95%	1	2%	2	4%
on a word processor.	49	88%	3	5%	4	7%
statistical copy.	49	88%	4	7%	3	5%
tables & tabulated material.	46	82%	5	9%	5	9%
business forms.	45	80%	6	11%	5	9%
on an electronic typewriter.	44	79%	7	13%	5	9%
65 or more wpm for 5 minutes.	43	77%	7	13%	6	11%
on a microcomputer keyboard.	41	77%	8	14%	7	13%
on a mainframe and/or minicomputer.	39	70%	9	16%	8	14%
documents with 100 percent accuracy.	39	70%	6	11%	11	20%
on an electric typewriter.	37	66%	8	14%	11	20%

Table 16 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
WORD/INFORMATION PROCESSING						
The secretary/office assistant should have working knowledge of the following word/ information processing skills:						
reading and following directions from manuals	55	98%	1	2%	0	0%
procedures used in the automated office	54	96%	1	2%	1	2%
display word processing systems	54	96%	2	4%	0	0%
document storage and retrieval	54	96%	1	2%	1	2%
equipment used in the automated office	52	93%	2	4%	2	4%
transcribing at the word processor	52	93%	2	4%	2	4%
vocabulary used in the automated office	49	88%	4	7%	3	5%
mgmt. and supervisory skills for word/ information processing centers	45	80%	4	7%	7	13%
transcribing machine-dictated documents at a minimum of 25 wpm	42	75%	9	16%	5	9%
transcribing at the electronic typewriter	41	73%	9	16%	6	11%
transcribing at the electric typewriter	36	64%	8	14%	12	21%
transcribing at a computer terminal	34	61%	14	25%	8	14%
operate nondisplay wp systems	29	52%	11	20%	16	29%
GENERAL OFFICE SKILLS						
The secretary/office assistant should have at least an 80 percent proficiency in the following areas:						
getting along with others	53	95%	3	5%	0	0%
storage and retention of magnetic media	52	93%	3	5%	1	2%
basic filing rules	52	93%	2	4%	2	4%
telephone skills	49	88%	6	11%	1	2%
basic mathematic skills	48	86%	6	11%	2	4%
making and keeping an appointment schedule--electronically	45	80%	8	14%	3	5%
electronic filing	44	79%	9	16%	3	5%
incoming and outgoing mail	42	75%	11	20%	3	5%
storage and rention of hard copies	40	71%	11	20%	5	9%

Table 16 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
LANGUAGE SKILLS						
The secretary/office assistant should be able to use the language skills below with 90 to 100 percent accuracy.						
capitalization	55	98%	1	2%	0	0%
punctuation rules	54	96%	1	2%	1	2%
grammar rules	53	95%	3	5%	0	0%
business report writing guidelines	53	95%	2	4%	1	2%
letter and memo writing guidelines	53	95%	2	4%	1	2%
spelling rules	52	93%	1	2%	3	5%
guidelines for effectively communicating	51	91%	3	5%	2	4%
number usage rules	48	86%	6	11%	2	4%
hyphenating and dividing words	48	86%	4	7%	4	7%
homonym, synonyms, and antonyms rules	35	63%	1	2%	0	0%
guidelines for oral presentations	34	61%	8	14%	14	25%
SHORTHAND						
The secretary/office assistant should be able to take:						
messages and notes in the office.	40	71%	8	14%	8	14%
minutes at meetings.	31	55%	15	27%	10	18%
short to average length letters and memos from one to several dictators.	30	54%	13	23%	13	23%
shorthand notes and transcribe them with 100 percent accuracy.	19	34%	14	25%	23	41%
dictation at a minimum of 80 wpm for three minutes with 95 percent accuracy (Gregg).	18	32%	12	21%	26	46%
dictation at a minimum of 80 wpm for three minutes with 95 percent accuracy (Alpha).	16	29%	15	27%	25	45%

Table 16 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
GENERAL OFFICE SKILLS (continued)						
making and keeping an appointment schedule--manually	39	70%	11	20%	6	11%
ten-key pad, electronic calculating mach.	35	63%	13	23%	8	14%
financial reports (prep. & interpretation)	34	61%	15	27%	7	13%
making travel arrangements	34	61%	17	30%	5	9%
reprographics	32	57%	18	32%	6	11%
legal secretarial skills	32	57%	19	34%	5	9%
ten-key pad on computer terminals	31	55%	18	32%	7	13%
micrographics	28	50%	17	30%	11	20%
medical secretarial skills	23	41%	26	46%	7	13%
medical transcribing skills	23	41%	26	46%	7	13%

Table 17

Predicted Job Skills for Year 1990
Administrative Management Society
(Descending Order)
N = 65

Skills	Agree	%	Uncrtn	%	Disagree	%
TYPEWRITING/KEYBOARDING						
The secretary/office assistant should be able to type:						
on a word processor.	62	95%	3	5%	0	0%
bus. corres. in proper format.	62	95%	2	3%	1	2%
statistical copy.	59	91%	5	8%	1	2%
on an electronic typewriter.	59	91%	3	5%	3	5%
tables & tabulated material.	58	89%	7	11%	0	0%
bus. rpts and/or manuscripts.	58	89%	6	9%	1	2%
65 or more wpm for 5 minutes.	58	89%	3	5%	4	6%
on a mainframe and/or minicomputer.	55	85%	8	12%	2	3%
on a microcomputer keyboard.	54	83%	10	15%	1	2%
documents with 100 percent accuracy.	53	82%	7	11%	5	8%
business forms.	53	82%	8	12%	4	6%
on an electric typewriter.	50	77%	9	14%	6	9%

Table 17 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
LANGUAGE SKILLS						
The secretary/office assistant should be able to use the language skills below with 90 to 100 percent accuracy.						
spelling rules	65	100%	0	0%	0	0%
punctuation rules	65	100%	0	0%	0	0%
capitalization	65	100%	0	0%	0	0%
grammar rules	65	100%	0	0%	0	0%
guidelines for effectively communicating	63	97%	1	2%	1	2%
hyphenating and dividing words	59	91%	4	6%	2	3%
letter and memo writing guidelines	59	91%	4	6%	2	3%
business report writing guidelines	58	89%	3	5%	4	6%
homonym, synonyms, and antonyms rules	58	89%	3	5%	4	6%
number usage rules	57	88%	5	8%	3	5%
guidelines for oral presentations	45	69%	9	14%	9	14%
SHORTHAND						
The secretary/office assistant should be able to take:						
messages and notes in the office.	50	77%	7	11%	8	12%
minutes at meetings.	37	57%	11	17%	17	26%
short to average length letters and memos from one to several dictators.	30	46%	10	15%	25	38%
shorthand notes and transcribe them with 100 percent accuracy.	22	34%	12	18%	31	48%
dictation at a minimum of 80 wpm for three minutes with 95 percent accuracy (Gregg).	15	23%	21	32%	29	45%
dictation at a minimum of 80 wpm for three minutes with 95 percent accuracy (Alpha).	14	22%	23	35%	28	43%

Table 17 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
WORD/INFORMATION PROCESSING						
The secretary/office assistant should have working knowledge of the following word/ information processing skills:						
equipment used in the automated office	62	95%	3	5%	0	0%
display word processing systems	62	95%	3	5%	0	0%
procedures used in the automated office	61	94%	2	3%	2	3%
reading and following directions from manuals	61	94%	3	5%	1	2%
document storage and retrieval	61	94%	2	3%	2	3%
transcribing at the word processor	59	91%	5	8%	1	2%
vocabulary used in the automated office	58	89%	3	5%	4	6%
transcribing at the electronic typewriter	54	83%	7	11%	4	6%
transcribing at the electric typewriter	50	77%	10	15%	5	8%
transcribing machine-dictated documents at a minimum of 25 wpm	50	77%	10	15%	5	8%
transcribing at a computer terminal	45	69%	15	23%	5	8%
mgmt. and supervisory skills for word/ information processing centers	43	66%	16	25%	6	9%
operate nondisplay wp systems	31	48%	22	34%	12	18%
GENERAL OFFICE SKILLS						
The secretary/office assistant should have at least an 80 percent proficiency in the following areas:						
getting along with others	65	100%	0	0%	0	0%
legal secretarial skills	65	100%	0	0%	0	0%
basic mathematic skills	63	97%	1	2%	1	2%
basic filing rules	63	97%	0	0%	2	3%
telephone skills	62	95%	3	5%	0	0%
incoming and outgoing mail	58	89%	5	8%	2	3%
making and keeping an appointment schedule--manually	56	86%	6	9%	3	5%
making travel arrangements	53	82%	8	12%	4	6%
storage and retention of magnetic media	53	82%	10	15%	2	3%

Table 17 (Continued)

Skills	Agree	%	Uncrtn	%	Disagree	%
GENERAL OFFICE SKILLS (continued)						
storage and retention of hard copies	50	77%	11	17%	4	6%
ten-key pad, electronic calculating mach.	49	75%	10	15%	6	9%
ten-key pad on computer terminals	48	74%	12	18%	5	8%
electronic filing	48	74%	13	20%	4	6%
making and keeping an appointment schedule--electronically	47	72%	15	23%	3	5%
financial reports (prep. & interpretation)	35	54%	18	28%	12	18%
reprographics	31	48%	25	38%	9	14%
medical secretarial skills	30	46%	29	45%	6	9%
micrographics	28	43%	31	48%	6	9%
medical transcribing skills	26	40%	31	48%	7	11%

Both groups identified shorthand as a "dead skill" in the automated office. Both groups did concur, however, that knowledge of shorthand or some other form of abbreviated notetaking would be useful in the automated office.

Both groups indicated the need for seven skills in word/information processing. These were knowledge of: (1) equipment used in the automated office; (2) display word processing systems; (3) procedures used in the automated office; (4) reading and following directions from manuals; (5) document storage and retrieval; (6) transcribing at the word processor; and (7) vocabulary used in the automated office. Respondents also indicated that knowledge of how to operate nondisplay word processing systems to be the skill in this category that was least likely to be needed by secretaries/office workers.

Both respondent groups agreed that the number one skill needed by most secretaries/office workers in 1990 in the general office category would be to "get along with others." Eight percent of both groups also agreed that general office skills include storage and retention of magnetic media, as well as basic filing rules, telephone skills, basic mathematics and legal secretarial skills, the abilities to handle and process mail, and schedule appointments and travel arrangements. Managers and word processing employees were uncertain whether medical secretarial and transcribing skills would be needed (See Tables 18 and 19).

Table 18

Summary of Other Predicted Job Skills
Golden Gate Word Processing Exchange

TYPEWRITING/KEYBOARDING
The secretary/office assistant should be able to:

1. type statistical copy and tables using transcription equipment.

2. proofread accurately.

3. manage files, manage information, complete routine file/information maintenance/housekeeping functions, complete mathematical calculations, merge files, and merge data with text.

4. to use word processing and computer software to check spelling; keyboarding speed is more important than keyboarding accuracy when the operator has learned to use software packages that can verify the spelling in the text.

5. use judgment about obvious errors or inconsistencies.

LANGUAGE SKILLS
The secretary/office assistant should have:

1. good speaking skills

2. excellent proofreading skills

3. excellent command of the English language

4. good judgment and decision-making skills

Table 19

Summary of Other Predicted Job Skills
Administrative Management Society

TYPEWRITING/KEYBOARDING
The secretary/office assistant should be able to:

1. type finished documents with 100 percent accuracy.
2. use microcomputers and search databases
3. operate CP/M, M. DOS, and other operating systems.

LANGUAGE SKILLS
The secretary/office assistant should be able to:

1. listen to and correctly interpret instructions.
2. skillfully use the telephone.
3. write short business letters.
4. read and comprehensive information.

SHORTHAND
The secretary/office assistant should be able to:

1. compose correspondence.
2. take shorthand at 120 words per minute--a few positions still require shorthand at this speed.

GENERAL OFFICE SKILLS
The secretary/office assistant should have at least an 80 percent proficiency in the following areas:

1. math aptitude; good skills in testable areas such as addition, subtraction, division, multiplication and percentages
2. office protocol
3. how an organization works and his/her role in the office.
4. legal transcribing skills

Eighty percent of both respondent groups agreed that 1990 job titles for secretaries would include: "executive secretary," "administrative secretary," legal secretary," "office manager," "medical secretary," "secretary," and "administrative assistant."

Managers and word processing employees (See Tables 20 and 21) also agree there would most likely be no need for titles such as "supervisor," or "stenographer pool." They were uncertain, however, about the probable need for clerk stenographers and shorthand reporters. Fifty-seven percent of the managers and 59 percent of the word processing employees agreed there would probably be a need in 1990 for the titles "stenotype operator" and "court reporter."

Slightly fewer than 60 percent of both groups agreed that the basic stenography titles ("stenotype operator/court reporter," "shorthand reporter," "stenographer clerk," and "supervisor, steno pool") would continue to be used in 1990.

In the typists and typewriting category, 80 percent of both groups agreed that four titles ("CRT terminal operator," "word processing machine operator," "supervisor, word processing center," and "data-entry typist/operator") would be used in the office in 1990s. The managers were uncertain whether the titles "photocomposition keyboard operator," "transcribing machine operator," "magnetic tape typewriter operator," and "magnetic-tape-computer operator," would be used in the 1990s office. Word processing

Table 20

Predicted Office Job Titles for Year 1990
Golden Gate Word Processing Exchange
(Descending Order)
N = 56

Titles	Agree	%	Uncrtn	%	Disagree	%
SECRETARIES						
Executive Secretary	49	88%	5	9%	2	4%
Administrative Secretary	49	88%	5	9%	2	4%
Legal Secretary	48	86%	6	11%	2	4%
Office Manager	47	84%	8	14%	1	2%
Medical Secretary	44	79%	11	20%	1	2%
Secretary, Administrative Asst.	37	66%	15	27%	4	7%
Senior Secretary	22	39%	20	36%	14	25%
Secretary, General Ofc. Work	22	39%	23	41%	11	20%
Correspondence Secretary	17	30%	22	39%	17	30%
STENOGRAPHERS						
Stenotype Operator, Court Rprtr.	33	59%	13	23%	10	18%
Shorthand Reporter	18	32%	22	39%	16	29%
Stenographer, Clerk	11	20%	24	43%	21	38%
Supervisor, Steno Pool	7	13%	21	38%	28	50%
TYPISTS & TYPEWRITING OPERATORS						
CRT Terminal Operator	49	88%	4	7%	3	5%
Word Processing Machine Operator	49	88%	4	7%	5	9%
Supervisor, WP Center	47	84%	7	13%	2	4%
Data-Entry Typist/Operator	46	82%	5	9%	5	9%
Photocomposition Keybd. Oprtr	39	70%	14	25%	3	5%
Telegraphic Typewriter Oprtr	30	54%	17	30%	9	16%
Typist	28	50%	15	27%	13	23%
Transcribing Machine Operator	26	46%	17	30%	13	23%
Key Punch Operator	25	45%	14	25%	17	30%
Clerk-Typist	22	39%	13	23%	21	38%
Supervisor, Trans. Mach. Oprtr	15	27%	23	41%	18	32%
Magnetic-Tape Typewrtr Oprtr	8	14%	16	29%	32	57%
Typing Section Chief	7	13%	19	34%	30	54%
Magnetic-Tape-Composer Operator	6	11%	20	36%	30	54%
MAIL AND MISCELLANEOUS OFFICE MACHINE OPERATORS						
Receptionist	48	86%	8	14%	0	0%
Telecommunication Specialist	47	84%	9	16%	0	0%
Proofreader	44	79%	8	14%	4	7%
Mail Clerk	41	73%	11	20%	4	7%
Accounting Clerk	37	66%	18	32%	1	2%
Bookkeeper I	34	61%	20	36%	2	4%
Bookkeeper II	34	61%	19	34%	3	5%

Table 20 (Continued)

Titles	Agree	%	Uncrtn	%	Disagree	%
Payroll Clerk	31	55%	21	38%	4	7%
Photocopying Machine Operator	31	55%	17	30%	8	14%
Billing Clerk	26	46%	26	46%	4	7%
Audit Clerk	26	46%	33	59%	2	4%
Collator Operator	8	14%	33	59%	15	27%
Calculating Machine Operator	8	14%	32	57%	16	29%
Addressing Machine Operator	4	7%	30	54%	22	39%

Table 21

Predicted Office Job Titles for Year 1990
Administrative Management Society
(Descending Order)
N = 65

Titles	Agree	%	Uncrtn	%	Disagree	%
SECRETARIES						
Legal Secretary	60	92%	3	5%	2	3%
Executive Secretary	59	91%	3	5%	2	3%
Administrative Secretary	56	86%	5	8%	4	6%
Office Manager	56	86%	4	6%	5	8%
Medical Secretary	54	83%	10	15%	1	2%
Secretary, Administrative Asst.	52	80%	9	14%	4	6%
Senior Secretary	34	52%	13	20%	18	28%
Secretary, General Ofc. Work	30	46%	21	32%	14	22%
Correspondence Secretary	20	31%	15	23%	30	46%
STENOGRAPHERS						
Stenotype Operator, Court Rprtr.	37	57%	22	34%	6	9%
Shorthand Reporter	16	25%	28	43%	21	32%
Stenographer, Clerk	14	22%	32	49%	18	28%
Supervisor, Steno Pool	12	18%	25	38%	27	42%
TYPISTS & TYPEWRITING OPERATORS						
Word Processing Machine Operator	54	83%	9	14%	1	2%
Supervisor, WP Center	54	83%	5	8%	3	5%
Data-Entry Typist/Operator	52	80%	9	14%	4	6%
CRT Terminal Operator	50	77%	13	20%	2	3%
Clerk-Typist	37	57%	15	23%	13	20%
Typist	36	55%	14	22%	15	23%
Photocomposition Keyb. Oprtr.	28	43%	33	51%	4	6%
Transcribing Machine Operator	21	32%	27	42%	17	26%
Key Punch Operator	20	31%	20	31%	25	38%
Telegraphic-Typewriter Oprtr.	20	31%	23	35%	12	18%
Supervisor, Trans. Mach. Oprtr.	14	22%	21	32%	27	42%
Magnetic-Tape-Typewriter Oprtr.	12	18%	27	42%	26	40%
Magnetic-Tape-Composer Operator	11	17%	30	46%	24	37%
Typing, Section Chief	11	17%	18	28%	36	55%
MAIL AND MISCELLANEOUS OFFICE MACHINE OPERATORS						
Receptionist	58	89%	7	11%	0	0%
Accounting Clerk	57	88%	5	8%	3	5%
Telecommunication Specialist	56	86%	7	11%	2	3%
Payroll Clerk	52	80%	5	8%	8	12%
Mail Clerk	52	80%	10	15%	3	5%
Billing Clerk	48	74%	10	15%	7	11%
Photocopying-Machine Operator	44	68%	10	15%	11	17%

Table 21 (continued)

Titles	Agree	%	Uncrtn	%	Disagree	%
Audit Clerk	42	65%	17	26%	6	9%
Proofreader	41	63%	17	25%	8	12%
Bookkeeper I	41	63%	17	26%	7	11%
Bookkeeper II	39	60%	19	29%	7	11%
Calculating Machine Operator	16	25%	18	28%	31	48%
Collator Operator	11	17%	22	34%	32	49%
Addressing Machine Operator	9	14%	23	35%	33	51%

employees were uncertain whether the title, "supervisor, transcription machine operator," would be used. Both groups disagreed that "magnetic-tape-typewriter operator," "typing section chief," and "magnetic-tape-composer operator" would be used in the 1990s office. Likewise, neither group believed the title, "typing section chief," would be used in 1990.

In the category of mail and miscellaneous office machine operators, 80 percent of both groups agreed the titles most likely will be: "receptionist," "accounting clerk," "telecommunications specialist," "payroll clerk," and "mail clerk." Fifty-nine percent of the word processing employees were uncertain whether the titles, "audit clerk," "collator operator," "calculating machine operator," and "addressing machine operator" would be used in 1990. The managers disagreed that the titles "calculating machine operator," "collator operator," and "addressing machine operator" would be used in 1990. (See Tables 22 and 23 for a summary of other titles expected to be used in 1990s offices.)

There were two opinnionaires for professional organizations: "Job Skills" and "Job Titles." Each category of job titles and job skills included the supplementary categories: "other, specify." Responses collected from these entries are summarized in Appendix S (See Tables 24, 25, 26, and 27). With respect to job titles, in an examination of the additional comments, word

Table 22

Summary of Other Predicted Office Job Titles
Golden Gate Word Processing Exchange

SECRETARIES
Secretarial Supervisor
Word Processing Technician
Management Secretary
Administrative Assistant
Administrative Coordinator
Administrative Associate

STENOGRAPHERS
Management Stenographer
Video Tape Techician, Court Reporter

TYPISTS AND TYPEWRITING OPERATORS
Word Processing Specialist
Word Processing Trainee
Lead Word Processing Specialist
Text-editing Specialist
Word Processing Coordinator
Word Processing Lead Operator
Software Specialist
Transcription Operator
Clerical Typist
Word Processing Typist
Computer Operator
Office Information Services Director
Senior Word Processing Operator
Information Processing Specialist

MAIL AND MISCELLANEOUS OFFICE MACHINE OPERATORS
Accounting Clerk Assistant
Facsimile Operator
Data-Entry Specialist
Office Systems Specialist
Image Systems Specialist
Information Processing Operator
Lead Operator, Word Processing Center
Systems Analyst
Word Processing Trainer
Office/Department Supervisor
Computer Security Monitor
Management Information Compiler
Storage Media Librarian and Assistant
Personnel Records Clerk
Safety Regulations Supervisor
Message Center Operator
Conference Recorder
Printer Operator

Table 22 (Continued)

Electronic Systems Purchasing and Maintainence Operator
Personal Computer Operator
Teleconference Scheduler/Facilitator
Videoconference Scheduler/Facilitator
Supervisor, Information Systems
Administrative Aide
Office Services Supervisor
Billing and Documentation Assistant
Utility Clerk
Word Processing Secretary
Microcomputer Operator (Someone who can input data and do routine word processing on a personal computer, especially the IBM Personal Computer)
Data-Entry Operator (Account Receivable, Account Payable, General Ledger, and Payroll)
Communications Specialist
Office Automation Specialist
Communications Coordinator
Telecommunication Manager
Word Processing System Analyst
Word Processing File/Text Merge Designer
In-House Word Processing Consultant
Information Processing Specialist
Systems Manager/Coordinator

Table 23

Summary of Other Predicted Job Titles
Administrative Management Society

SECRETARIES
General Secretary
Secretary with Computer Knowledge in Electronic Mail and Computerized Database Report Programs
Administrative Manager
Administrative Assistant
Executive Assistant
Word Processing Secretary
Personal Secretary
Secretary Trainee
Sales Assistants (This person functions as right-hand to a stock broker; must have good math aptitude along with senior secretarial skills.)

STENOGRAPHERS
Supervisor, Communications Center
Lead Operator, Word Processing Center

TYPISTS AND TYPEWRITING MACHINE OPERATORS
Word Processing Specialist with Machine Transcription Skills
Word Processor/Telecommunicator
Graphic Typist
Word Processing Operator
Message Operator
Word Processing Technician
Word Processing Specialist
Supervisor, Phototypesetting
Personal Computer Operator
Telex Operator
Teleprocessing (TP) Service Representative

MAILING AND MISCELLANEOUS OFFICE MACHINE OPERATORS
Minicomputer/Payroll Operator
File Clerk
Accounts Payable Clerk
Cashier
Computer Operator
Programmer
Librarian
Assistant Librarian
Facilities Manager or Coordinator
Service Representative
Special Representative
Accounting Clerk I
Accounting Clerk II
Computer Entry--Account Clerk
Supervisor, Information Services

Table 23 (Continued)

Supervisor, Corporate Services
Telephone Receptionist/Office Assistant
Microfilm/Retrieval Clerk
Services Clerk
Records Clerk (File)
Office Assistant/Communications
Reprographics Operator/Clerk
Underwriting Assistant
Marketing Assistant
Office Automation Analyst
Office Automation Manager
Training Coordinator
Calendar Clerk
Assistant Paralegals
Supervisor, Word Processing
Communications Specialist
General Office Machines Operator
Electronic Data Transfer Secretary
Certified Medical Transcriptionist
Network Administrator

processing employees and managers concurred that secretaries are becoming increasingly identified with administrative and managerial functions, stenographers are on their way out, and that knowledge of computers will become increasingly important for all office workers of the future. Tables 28 and 29 in Appendix S identify the job titles and the companies of the respondents who completed the opinionnaires.

Concerning job skills, additional comments from the two respondent groups addressed the skills of typewriting/keyboarding, language skills, shorthand, and word/information processing. For the most part, comments merely confirmed the statistical responses and there were no unexpected revelations or remarkably unusual comments. The greatest number of additional comments from both respondent groups concerned shorthand skills wherein most commenters agreed that shorthand would decrease in importance among office skills needed for the future (See Tables 25 and 27 in Appendix S). The secretarial instructors, advisory committee members, and administrators evaluated the implementation of the model. The results are shown in Table 30.

In summary, the findings described in the foregoing narrative resulted from the data obtained from four internal evaluations of the secretarial curriculum at Skyline College, along with external evaluations completed by two professional groups who provided opinions of predicted job titles and skills for the office of the future and the

Table 30

Implementation of Model Evaluation
N = 9 Advisory Committee Members
N = 13 Secretarial Instructors
N = 5 Administrators
Total N = 27

Rating Scale		No.	Percentage
Excellent	1	14	52%
	2	9	33%
Average	3	4	14%
	4	0	0%
Poor	5	0	0%
	6	0	0%

ADDITIONAL COMMENTS:

All the steps included in the model were excellent.

Your tables and figures are beautiful and valuable.

The implementation went well.

Excellent advisory committee meetings this year; we had good people with a lot of ideas.

I always worry about data collected from students--i.e., they don't always understand a question or how to answer. Sometimes the yeses should be nos. However, I am glad you included their input.

As instructors, we need release time to make the course revisions.

Excellent job, Grace! A lot of hard work on your part. You should get a raise.

Thanks for including the part-time instructors.

Your model is very logical.

Table 30 (Continued)

Implementation of Model Evaluation
N = 9 Advisory Committee Members
N = 13 Secretarial Instructors
N = 5 Administrators
Total N = 27

Table 30 (Continued)

I am very pleased you included and separated evening students. Your findings verified and quantified what I "felt" to be true--evening students have distinctly different needs and motivations when considering course content.

I think your implementation of the model was very successful.

The arrangement of the room during advisory committee meetings was not conducive for good eye contact.

The implementation of the model here at Skyline was helpful in getting all of us to think futuristically about the curriculum.

The model should have included a plan to conduct a follow-up study of all graduates.

I think your model is very adequate for revising the secretarial curriculum.

I am glad to be associated with a college that includes the future when considering curriculum changes.

You have used what we call a baseline of "what is going on in education today with a projection of what might happen in 1990." None of us can be sure, but we must have a target projection for ongoing training programs in office education.

I like your model, and I believe its use is in the right direction for a community college.

The model was well planned. Glad to see that you included the predictions of job titles and job skills.

I am looking forward to working with you to revised and/or develop the necessary courses for training future office workers. There is a lot of work to be done.

Excellent job, Grace.

Advisory Committee members. The four internal evaluation groups consisted of secretarial instructors at Skyline College; a committee of advisors having broad industrial business, and professional experience; day and evening students who addressed the issue of course value and whether the courses should be offered; and a students evaluation of the quality of secretarial instruction.

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results and Conclusions

This MARP developed, implemented, and evaluated a model for revising the secretarial curriculum designed to train secretaries/office assistants to work in the "traditional" office. The model was based on data gathered from an internal and external review of the courses offered by the Secretarial Department during the spring semester of 1984.

A modified version of Dr. Robert Shirley's (1978) strategic planning model for program review was used to involve five administrators in the San Mateo Community College District and 13 secretarial instructors at Skyline College in a review of the 29 secretarial courses listed in the 1983-84 edition of the Skyline College Catalog. A total of 344 day and evening students enrolled in secretarial courses also participated in the internal review. Students were asked to complete an opinionnaire to determine what courses should continue to be offered and what courses were of value to them in obtaining job skills.

The first component of the external review was to have the nine advisory committee members analyze the

29 secretarial courses to determine if the courses provided students with the job skills needed to work in the automated (non-traditional) office. The second component of the external review was completed by surveying members of the San Francisco Chapters of Golden Gate Word Processing Exchange and Administrative Management Society. The members of both professional groups were asked to predict job titles and job skills that would be needed and/or used in the automated office in 1990.

It was assumed for this study that the opinions of administrators, instructors, advisory committee members, students, and the members of the two professional organizations would provide data for revising the secretarial curriculum. It was further assumed that the instruments designed to collect the data for revising the curriculum would indicate which courses should be deleted from the curriculum and/or which courses should be added to the curriculum. It was further assumed that students and employers would benefit from the training offered by the revised secretarial curriculum designed to train secretaries/office assistants for the automated office.

One of the limitations accepted for the study was the method selected to review the secretarial courses. Another limitation was that individual secretarial courses were not revised as a part of this study.

Five opinnionaires were developed and used to conduct the internal and external review. The results of

this study have specific implications for the training of secretaries/office assistants. First, changes in office technology will continue to have an affect on the job skills and job titles used in the automated office. This was substantiated in that the members of Golden Gate Word Processing Exchange and Administrative Management Society predicted 61 and 67 respectively new job titles that would be in use in the office in 1990. In the area of job skills, both groups predicted basic language, keyboarding, and human relation skills as the most important skills for the office worker in 1990.

Both groups also predicted that there would be a need for office workers to learn to operate computers and that the greatest change in the way office tasks will be completed in the automated office is by the means of computers to send and receive data, graphics, and text; to store data, graphics, and text; and to merge data, graphics, and text. As micro chip technology continues to change, so will the procedures for completing office tasks. It was revealed during the review of literature that the development of software packages for computers to perform numeric, file, text, and syntax functions has brought and will continue to bring new and changing skills for office workers.

Second, there will be a need to train secretarial instructors to teach integrated office automation skills using the new technology. The advisory committee approved a

list of short-term and long-range goals (See Appendix K) for Secretarial Department that included the training and retraining of secretarial instructors. It was further suggested that without adequate funds to purchase automated office equipment at the community college level, instructors should seek training from office automation equipment vendors and from local company sites. The advisory committee also suggested the development of a cooperative relationship with local businesses as curricula are designed.

Finally, futuristic planning will become an integral part of curricula development if secretarial programs are to keep pace with the change in office technology. This was substantiated by the recommendation of 17 new instructional units and/or courses made by the advisory committee. None of these 17 courses and/or instructional units were included in the "traditional" secretarial curriculum. Best (1984) and Naisbitt (1982) also substantiated the need for future planning to avoid the shortage of trained office workers over the next 20 years.

Summary of Predictions of Professional Organizations

The members of Administrative Management Society predicted a greater need for office workers with the title "secretary" than did the members of Golden Gate Word Processing Exchange. Both professional groups predicted that the title "administrative assistant" would be the most

frequently used title for support personnel in the automated office.

Neither professional group predicted a need for stenographers in the automated office in 1990; however, they did predict a need for court reporters and a need for office workers to be able to record messages and minutes in the office manually.

In the typists and typewriting machine operators, both groups predicted there would be a need for "word processing specialists," "computer operator," and "data-entry operators." The titles of "clerk-typist," "magnetic-tape operator," "telegraphic operator," and "typing section chief" would not be used in the automated office.

In the mail and miscellaneous office machine operators category, at least 80 percent of the members of Administrative Management Society predicted that the titles of "receptionist," "accounting clerk," "telecommunication specialist," "payroll clerk," and "mail clerk" would continue to be used in the office in 1990. Eighty percent of the members of Golden Gate Word Processing Exchange predicted only two titles would be used; "receptionist" and "telecommunication specialist." Neither group believed the titles of "collator operator" and "addressing machine operator" would be used.

Over 80 percent of both professional groups predicted that typewriting (keyboarding) skills would be used

in the office in 1990. The members of Golden Gate Word Processing Exchange predicted a greater need for language skills than did the members of Administrative Management Society. Neither group predicted a need for shorthand in the automated office. It was suggested that machine dictation and transcription would be used instead of shorthand dictation and transcription.

In the category of word/information processing, both groups predicted a need for skills using word processing equipment, computers, automated office procedures, and finally, skills using electronic data storage and retrieval. In the category of general office skills, both groups predicted there would be a need for persons with skills to be receptionists; the least needed skill was that of medical transcribing.

Summary of the Advisory Committee's and Instructors' Course Review

The advisory committee members and secretarial instructors recommended that machine shorthand courses and in-plant production courses be eliminated from the secretarial curriculum. Neither the committee members nor the instructors agreed that shorthand should be eliminated. The instructors believed that shorthand should be offered by a Secretarial Department. This bias was based on the employment advertisements in local newspapers for secretaries with shorthand skills. This view was also

substantiated by Shamblee (1984) in the review of literature.

The committee members recommended strongly that machine dictation and transcription skills continued to be taught. It was suggested by instructors and the committee that a form shorthand would be needed in the automated office to take messages and to record minutes of meetings. The advisory committee recommended that a review of the types of shorthand systems available be made to select the appropriate system for the automated office worker. The traditional symbol shorthand was not recommended because of the time required to become proficient in dictation and transcribing skills. Finally, the committee suggested that the secretarial instructor review the literature to determine the affects of voice and image processing on a curriculum designed to train office workers.

Although the instructors were aware of the advisory committee recommendations and the predictions of two professional organizations, they recommended that the manual shorthand be maintained in the curriculum. They did suggest that further studies be conducted to determine if shorthand skills were actually used in the office. The instructors believed the title secretarial department implied that some students would expect to learn shorthand. It was suggested that the title of the department be changed from the secretarial department to the office technology department or to the office automation department.

Finally, the advisory committee members and instructors believed that courses in language skills and typewriting (keyboarding) were the most important courses needed by office workers. A total of 26 courses were recommended for the revised secretarial curriculum (See Table 15).

The short-term goals established by the committee and the instructors were:

1) To revise the secretarial curriculum and all individual secretarial courses to include office automation skills.

2) To stress excellence in the "basic"--English and mathematical skills, typewriting (keyboarding), basic filing and electronic filing, office procedures, telephone techniques, and the use of various automated office equipment.

3) To provide internships in a variety of local offices for students gaining employable skills for the automated office.

The following long-range goals were recommended:

1) To stress the need for flexibility in student learning new skills in the rapidly-changing office environment.

2) To provide instructions that included the theory of technological changes in the office.

3) To conduct regularly scheduled follow-up studies of secretarial graduates to determine areas of weakness and/or strengths in the curriculum.

4) To develop an exit testing program that would be validated against industry's entry-level employment standards.

5) To develop prerequisite tests in language skills for students entering the secretarial program.

6) To train and retrain secretarial instructors in office automation skills.

Instructors, administrators, and advisory committee members were knowledgeable about the technological changes that existed in the automated office. A total of 26 courses in typewriting (keyboarding), language skills, word/information processing, general office skills, and the specialty areas of the medical and legal secretarial skills were recommended for the revised curriculum. It was also recommended that office automation skills be integrated in the content of all secretarial courses.

Summary of the Students' Review

Of the 344 students who participated in the internal review, over 50 percent recommended that four courses continue to be offered. They were:

1) 100 (Beginning Typewriting)
2) 400 (Business English)
3) 145 (Typewriting Skill Building)
4) 110I (Intermediate Typewriting)

Forty percent of the students indicated that three courses were of value to them in developing job skills; they were:

1) 100 (Beginning Typewriting)

2) 400 (Business English)

3) 145 (Typewriting Skill Building)

Less than 30 percent of the students indicated that 205 (Alphabetic Shorthand), 260/270 (Beginning and Intermediate Machine Shorthand), and 320 (Copy Processing) should continue to be offered. Only 10 percent of the students indicated that these same courses were of value to them in gaining job skills.

Students enrolled in day secretarial courses choose those courses where basic entry-level job skills were taught as the most valuable courses, while the students enrolled in evening secretarial courses choose courses that improved their present job skills as the most valuable courses. Evening students choose 410 (Office Procedures) as the most important course that should be offered and 101I (Intermediate Typewriting) as the most valuable course. Day students choose 100 (Beginning Typewriting) as the most important course to be offered and also the most valuable. Only 17 percent of the day students indicated that shorthand courses should be offered, while 45 percent of the evening students believed shorthand should be offered. The opinions of the evening students were substantiated by the fact that 82 percent of them were employed, while only 48 percent of the day student were employed. Of the 344 students enrolled in the secretarial courses, 85 percent indicated that the

quality of instruction in the Secretarial Department was good.

The conclusion follows:

1) The secretarial curriculum will continue to need revisions between 1984 and 1990 because of the changes in office technology.

2) There will continue to be changes in job titles and job skills in the automated office.

3) Secretarial instructors should be trained to teach office skills for the automated office.

4) Members of the San Francisco Chapters of Administrative Society presented a more conservative view of job skills and job titles than did the members of Golden Gate Word Processing Exchange.

5) Employed secretarial students appeared to exhibit a better understanding of the needed job skills than unemployed secretarial students.

6) Advisory committee members and secretarial instructors possessed some biases toward traditional secretarial course titles although changes in the course content was recommended.

7) Students, administrators, instructors, and advisory committee members believed language skills, typewriting (keyboarding) skills, and skills relating to using the computer were the most important skills for office workers. These three skills were also predicted to be important by members of the two professional organizations.

8) The secretarial curriculum should be revised to include office automation skills.

9) Shorthand will not be used in the offices of 1990.

Recommendations for the Improvement of Practice

The following recommendations are made based on this study:

1) The secretarial/clerical section of the Dictionary of Occupational Titles and the 1982 Supplement should be revised to include titles for the automated office.

2) A certificate and/or degree program should be developed and offered by the Secretarial Department to train receptionists for positions in the automated office.

3) The revised secretarial curriculum should contain courses that teach the integration of office technologies.

4) A seminar in office technology should be offered for secretarial students. Where possible, an office automation "expert" from local offices should be invited to conduct the seminar.

5) Release time should be provided for instructors of secretarial skills to upgrade their teaching abilities.

6) Advisory committee members should be actively involved in the revision of individual secretarial courses.

7) Students should be placed in on-the-job training sites in business and professional offices.

8) Further studies should be conducted to determine:

a. the type of notetaking system needed to take messages and minutes of meetings in the office.

b. the skills needed by office workers who are working in the capacity of support personnel.

c. the skills needed to use the microcomputer and software packages designed for personal computers in the automated office.

d. if, how, and who will use personal computers in large and small offices.

e. if the title of the Secretarial Department is the appropriate title to attract and train office workers.

Skyline College has become actively involved in assuring secretarial students that job competencies taught in the Secretarial Department will lead to gainful employment in the office amid the technological changes affecting the office. Although financial constraints are a reality for community college funding in the state of California, there is a need for administrators, instructors, and advisory committee members to plan an educational program to deliver the products and services as stated in the San Mateo Community College District's and the Skyline College's mission and goals statements.

Planning in education can be used to assure successful self-evaluations and to establish priorities for program reviews. Technology will continue to force educators to plan and to participate in the decision-making process to bring about changes in the educational sector. This study provided:

1) A model for administrators, instructors and advisory committee to follow for evaluating and implementing change in a secretarial curriculum.

2) A model than can serve as a suggested guideline for business educators to replicate as they become involved in revising and updating secretarial curricula at the secondary and postsecondary levels.

3) A model that includes participatory governance for bringing about change in an educational setting in a high technology environment.

4) A model that includes futuristic planning in curriculum development.

Dissemination

The developed model will be sent to:

1) The Business Education Specialist, Chancellor's Office, California Community College, Sacramento, California.

2) The Regional Director of Business Education, California Department of Education, Oakland, California.

3) San Mateo Community College and Canada College, the other two community colleges in the San Mateo Community College District.

4) Educational Resources Information Center (ERIC).

5) California Vocational Occupational Information Center for Educators (VOICE).

6) The Center for Business Teachers, San Francisco State University, San Francisco, California.

Summary

A model was developed, implemented, and evaluated for revising the secretarial curriculum in this study. Continued investigations regarding changes in office technology and office equipment that affect job skill requirements must be made. Many questions regarding job titles, the use of computers, and the procedures used in offices remain unanswered. Further study will be needed to examine the effects of technology on curriculum design and development for training secretaries/office assistants who will work in the automated office in 1990.

McLean (1981:268) stated: "There is no guarantee that the projections of the future are accurate; only history will permit an adequate evaluation of the accuracy of projections." Kelly Services (1981) predicted: "By the end of the Twentieth Century over 70 percent of the nation's work force will be in the automated office." Change is often threatening, however, it is apparent that changes in

office education are necessary and educators must take the lead in this effort. It is in curriculum revisions that change will play a vital role.

Finally, this MARP was a worthwhile effort in the search for information that contributes to the overall improvement in the secretarial curriculum at Skyline College. This curriculum revision model is presented for the implications to education arising from its implementation, to augment the present knowledge base in educational practice, and to stimulate educational research in the years to come.

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APPENDIX A

COURSE ANALYSIS WORKSHEET FOR INSTRUCTORS IN THE SECRETARIAL DEPARTMENT

	INTERNAL					STRATEGIC PLANNING EVALUATIVE CRITERIA EXTERNAL					
Courses	Consistent with District Mission and Goals	Facilities	Equipment w/Service Contracts	Provides Employable Skills	Supplies	Demand for Course	Career Opportunities	Locational Advantage	Degree of Community Impact	Cost	Target Goals
Sec. 100 Beginning Typing											
Sec. 101 - Basic Typing & Lang. Skills											
Sec. 102 - Electronic Keyboarding											
Sec. 110 - Inter. Typing											
Sec. 145 - Typing Skill Develpment											
Sec. 200 - Beg. Gregg Shorthand											
Sec. 205 - Alphabetic Shorthand											
Sec. 210 - Shorthand and Transcription											
Sec. 240 - Refresher Shorthand											
Sec. 242 - Shorthand Dictation & Trans.											
Sec. 260 - Beg. Machine Shorthand											
Sec. 270 - Inter. Machine Shorthand											
Sec. 300 - WP Machine Trans.											
Sec. 305 - WP Magnetic Keyboards											
Sec. 315 - WP Concepts											
Sec. 318 - WP Internship											
Sec. 320 - Copy Processing											
Sec. 325 - In-Plant Production & Mgmt.											
Sec. 400 - Bus. English											
Sec. 401 - Bus. Communications											

BEST COPY AVAILABLE

The following ratings are to be used by the instructors in the Secretarial Department, Skyline College, for strategic planning.

Category	Rating
Consistent with District Mission and Goals	High - Medium - Low
Facilities	Excellent - Adequate - Weak
Equipment with Service Contracts	Excellent - Adequate - Weak
Provides Employable Skills	Level (High, Medium, Low) Rate (Increasing, Stable, Decreasing) Wages (High, Medium, Low)
Supplies	Excellent - Adequate - Weak
Demand for Course	Level (High, Medium, Low) Rate (Increasing, Stable, Decreasing)
Career Opportunities	Level (High, Medium, Low) Rate (Increasing, Stable, Decreasing) Wages (High, Medium, Low)
Locational Advantage	Yes - No
Degree of Community Impact	High, Medium, Low
Cost	Excellent - Adequate, Poor
Target Goals	Increase - Maintain - Reduce - Reduce--Possibly Terminate - Terminate

Strategic Planning Model is an adapation of Dr. Robert C. Shirley's, Trinity University, model.

g.heringer-10/83

CLARIFICATION OF CRITERIA

The following comments are meant to clarify the evaluative criteria to be used by instructors in the Secretarial Department, Skyline College, for strategic planning. The comments are adapted from Dr. Robert C. Shirley's model for strategic planning, Trinity University.

Consistent with District Mission and Goals - The Mission and Goals statement for the District are found on page 4 of the 1983-84 Edition of the Skyline College Catalog. As you rate this category, ask yourself if the Secretarial Department has a relationship to the Mission and Goals. Dr. Shirley feels this criterion is best tested by asking the question: "Would the absence of this program require an alteration to the purposes and missions of the institution?"

Facilities - Are the present facilities satisfactory in performing the instructional duties for you, the instructor, and the students?

Equipment with Service Contracts - Is the equipment working well enough to aid you and the students in the instructional program? Is the equipment repaired upon notice? Are the service contracts adequate to maintain program efficiency?

Provides Employable Skills - When students completes the course(s) listed do they have employable skills? Can they pass employment tests given by local employers?

Supplies - Do you have adequate supplies to teach the course(s)?

Demand for Course(s) - What is the current enrollment levels for the course you teach? What is the enrollment at the beginning of the semester? At mid-term? At the end of the semester? What is the student demand for the course?

Career Opportunities - This criterion has three ratings: the level (high, medium, or low) of career opportunities and also the rate (increasing, stable, decreasing) and the entry-level salaries (high, medium or low). It is helpful to attempt to analyze employment opportunities in the San Francisco Bay Area.

Locational Advantage - This criterion asks that you consider whether the program enjoys significant advantages due to the unique location of the institution.

Degree of Community Impact - To what extent is the community actively involved in support of or criticism of the secretarial program as well as how the community might react if the program were drastically modified?

Cost - Dr. Shirley indicates, "The assessment of needed resources and costs is a complex, judgmental process that is fraught with pitfalls. In all cases, major considerations must be the size of the 'gap' between the current level of quality and that which is desired, and the relationship between cost and revenues." To be assigned a rating of excellent in this criterion, the program must generate an excess of revenue over cost. An adequate rating implies that revenues earned are approximately equal to cost, while a poor cost/revenue relationship means that costs exceed income.

Target Goals - Should the secretarial program be increased, maintained, reduced, Reduced--possibly terminated, or terminated?

g.heringer - 10/83

APPENDIX B

SKYLINE COLLEGE

MEMO

TO: Instructors, Secretarial Department
FROM: H. Grace Heringer, Chairperson
DATE: October 11, 1983

SUBJECT: STRATEGIC PLANNING EVALUATIVE CRITERIA FOR THE DEPARMENT

I know you are busy; however, I need your help. We must become actively involved in long-range planning for our Department. This is necessary as we face cutbacks in the College's course offerings.

Attached you will find:

1. A Rating Sheet for Each Category
2. Clarification of Criteria Used for Rating
3. A Course Analysis Worksheet for Instructors

Would you please take a few minutes of your time and complete the Course Analysis sheet for me. You may use your "best guess." I realize that some of you only teach one or two courses; however, your rating is important! Please return the Course Analysis Worksheet to me by October 18, 1983. Thank you for your very valuable input.

gh

Attachment

cc: Lawry
Avelar
Herrero
Grant
Barnhart
Gochez
Young
Walton
Raboli
Cresta
Alcalde
Hayes
Knotek
Chypyha
Hartzell

PS This little exercise does not threaten anyone's job in anyway!
OUR MONTHLY DEPARTMENTAL MEETING: October 29, 1983/1:30 p.m./8105

APPENDIX C

SECRETARIAL DEPARTMENT

A G E N D A

Meeting, October 25, 1983

1. Course Outlines

   A. Division/Dean of Instruction Copies

      The textbook changes from time to time; Dean Watkins has suggested that we write a general statement to be included on the above-named copies.

   B. The Copies Used in the Department for Students

      (1) We should specify a textbook for each course.

   C. The teaching objectives should be rewritten to include measurable/behavioral objectives for both sets of course outlines.

2. Stragetic Planning Evaluative Criteria

   A. Results of the "Best Guess" Worksheets

   B. Recommendations for Mr. Hartzell - A Summary that Represents our Recommendations for Change(s)

   C. The Perceptions of the Members of the Advisory Committee regarding the Course Descriptions as Printed in the Latest Edition of the Catalog. As a member of the Advisory Committee, would you please complete the evaluation instrument and bring to your first meeting in November.

3. Diagnostic Testing for Entry in Sec. 305 - Magnetic Keyboarding

   Mr. Hartzell has asked that the Word Processing Program be declared an impacted program. Students will enroll in Sec. 305 after taking and passing a language skills test, knowledge of machine transcription theory, frequently used business vocabulary test, and a five-minute timed writing with 50 net words per minute. Student must also complete an application form in order to take the test. (See the attached form that will be presented to the Curriculum Committee on Wednesday, October 26, 1983, for approval.)

   Sec. 300 - Word Processing Machine Transcription will be presented to the Curriculum Committee to change from a full semester course (three units) to two eight-week courses (one and one-half units) that will be required of all students majoring in secretarial science.

4. Instructor Evaluations

   A memo was sent to all instructors in the Department asking that course/ instructor evaluations be completed by Thursday, November 18. Thanks for your cooperation.

5. Your Ideas for the "New" Secretarial Curriculum Model

REMINDER: ADVISORY COMMITTEE MEETING - Tuesday, November 29, 1983/1:30 p.m./8105

NEXT DEPARTMENTAL MEETING: Wednesday, November 16, 1983/2 p.m./8105

If you have items for the agenda, please let me know! Your input is very valuable. The plan is to discuss the typewriting/keyboarding segment of the "new" curriculum model at the November meeting.

APPENDIX D

SKYLINE COLLEGE
MEMO

Secretarial Department

TO: Instructors
FROM: H. Grace Heringer
DATE: October 28, 1983

SUBJECT: SUMMARY OF STRATEGIC PLANNING FOR OUR DEPARTMENT

Thank you for taking the time to complete the strategic planning course evaluation instrument! Your input is very valuable.

Attached you will find the summary notes from the October Departmental meeting. Should you have questions or comments, please let me know. Happy Halloween!

HGH:wpc

Copies: Hartzell
Lawry
Avelar
Herrero
Grant
Young
Barnhart
Gochez
Jennifer
Jane
Hayes
Knotek
Walton
Alcalde
Chypyha
Cresta
Raboli

SKYLINE COLLEGE

SECRETARIAL DEPARTMENT

October 25, 1983

NOTES ON STRATEGIC PLANNING MEETING

1. Course Outlines: Instead of listing specific textbooks on course outlines that are filed with the Instruction office, a statement that reads "See division director for suggested text" will be substituted for text titles.

   On the department course outlines that are given to students, the specific text titles will be included.

2. Objectives on course outlines: Bernice will be meeting with the instructors about individual course outlines on the measurable/behavioral objectives.

3. Strategic Planning Recommendations:

   Sec. 100 Beginning Typing - Maintain+. (Beginning typing should be maintained with the thought of increase.

   Sec. 101 Basic Typing & Lang. Skills - Vote: Reduce--4; Maintain--3. The ESL students have different needs from students with a learning disability. If this course is not offered, students can take beginning typing to learn keyboarding.

   Sec. 102 - Electronic Keyboarding - Increase. At present, there is only one eight-week course. The offerings should be increased to two sessions per semester. On many community college campuses, keyboarding is required under the computer literacy mission goals. It is recommended that the course be cross-listed in Data Processing and Computer Science.

   Sec. 110 Typing - Maintain. This is a 6-unit course. When the microcomputer lab is operational, plans are being made to offer the last unit of credit on the microcomputer.

   Sec. 145 Typing Skill Development - Maintain. This course is necessary for students who need to increase their keyboard competencies to qualify for other courses as well as to meet entry-level job requirements.

   Sec. 200 - Beginning Gregg Shorthand - Maintain. Despite the focus on electronic offices, there is a strong demand for shorthand for employment at the present time. By the year 1985, there will be a need for 12,000 secretaries in the Bay Area with shorthand skill.

   Sec. 205 Alphabetic Shorthand - Maintain. "Alphabetic" is a generic term. The course does not have to be "Personal Shorthand." It is recommended that the instructor select the appropriate system to develop an employable skill of 80 words per minute for two-three minutes in one semester.

   Sec. 210 Shorthand and Transcription - Maintain. This course is needed to develop dictation and transcription skills for employment.

Sec. 240 Refresher Shorthand - Maintain.

Sec. 242 Shorthand Dictation & Transcription - Maintain. This is an Extended Education course. It is similar to 210 but hours and unit value are different.

Sec. 260 Beginning Machine Shorthand - Terminate. The demand for this course is no longer high. The course has been offered at Skyline to serve North County residents before transferring to Canada's program.

Sec. 270 Intermediate Machine Shorthand - Terminate. See Sec. 260.

Sec. 300 Word Processing: Machine Transcription - Increase. This course is being modified to a short course of eight weeks. Prerequisites will be adhered to in order to reach employment level in machine transcription skill. The language arts section will be eliminated; the keyboarding skill building will be reduced. Increase to two 8-week sections.

Sec. 305 Word Processing: Magnetic Keyboards - Increase. Lab should be open for Extended Education students Monday through Thursday, and possibly Saturday. An advanced student can learn supervision skills by serving as an aide for evening students. Suggest a supervision course be added to curriculum to help students learn to supervise and train word processing students.

Sec. 315 Word Processing Concepts - Increase. A section in Extended Education is needed.

Sec. 318 Word Processing Internship - Increase. Change course description to include supervision of Center or develop a new course for supervision of the Word Processing Center. (see Sec. 305 above) The WPC should not be closed between 4 and 7 p.m. A student supervisor could help students during the 4-7 hours and possibly on Saturdays for lab work.

Sec. 320 Copy Processing - Maintain. This is a short course and meets once a week with lab requirements.

Sec. 325 In-Plant Production and Management - Terminate. This course has not been offered in several semesters.

Sec. 400 Business English - Increase. Many students who have very limited English skills presently enroll in this course. A course such as "basic language skills review" is needed to help these students prepare for Sec. 400. It was recommended that a prerequisite of passing an inventory test be established. The CELT test administered by Felix Perez in the Learning Center should be investigated as a possible placement instrument.

Sec. 401 Business Communications - Increase. This course was a spring only course in the day. It was recommended that the course be offered in both fall and spring in the day as well as in Extended Education. This course is dual listed under Management 115.

Sec. 410 Administrative Office Procedures - Maintain. Change the course content as it is not meeting the needs of students nor requirements of industry. The Advisory Committee should be consulted on the content of the course.

Sec. 412 Filing and Records Management - Maintain. This one-unit course should be changed to include records and data base management. The Advisory Committee should be consulted on the content of this course.

Sec. 448 Legal Secretarial Training - Maintain. It is recommended that shorthand not be a prerequisite for this course as most law offices do not require shorthand.

Sec. 484 Medical Terminology - Maintain. This course is dual listed under Health Science 484.

Sec. 488 Medical Transcriptionist Internship - Maintain.

Sec. 489 Medical Transcription - Maintain.

Bus. 105 Exploration of Business Careers - Maintain. Cross list as Sec. 105 and Career 105.

Bus. 129 Calculating Machines - Maintain. Emphasis should be on speed. Bus. 129 should be cross listed as Sec. 129.

APPENDIX E

SKYLINE COLLEGE ☐ 3300 COLLEGE DRIVE ☐ SAN BRUNO, CALIFORNIA 94066 ☐ PHONE 415 355-7000

October 14, 1983

Mr. Michael D. Smith
Account Representative
CPT Corporation
170 Maiden Lane, 4th Floor
San Francisco, CA 94108

Dear Michael:

Thank you for agreeing to serve on the Secretarial/Clerical Advisory Committee. Our theme this year is "Futurism and the Secretarial Curriculum." We are interested in learning as much as possible about the automated office and job titles for 1990. Since the office has been in a constant state of change for the last ten years, our curriculum is perhaps, ten, twenty, or thirty years old. We need your very valuable input in order to revise the secretarial curriculum.

Enclosed you will find an evaluative criteria sheet and instrument for all courses taught in the Department. Please read them and complete as directed. Would you please bring the completed instrument to our first meeting on Tuesday, November 29, 1983, at 1:30 p.m. in Building 8, Room 8105. Also enclosed is a map of the campus and a parking permit.

I look forward to meeting you in November. Thanks again for helping us bridge the gap between education and the world of work.

Yours very truly,

H. Grace Heringer, Chairperson
Secretarial Department

HGH:wpc

Enclosures

PS: Please telephone Stanlee Garriott, Staff Assistant, Business Division, at (415) 355-7000, Extension 204, and let her know if you can attend the meeting.

SECRETARIAL/CLERICAL DEPARTMENT
ADVISORY COMMITTEE
1983-84

Mr. Paul H. Brown
Word Processing Specialist
Sumitomo Bank of California
365 California Street
San Francisco, CA 94104
445-3841

Ms. Barbara Davis, Secretary
Education Department
Seton Medical Center
1900 Sullivan Avenue
Daly City, CA 94132
992-4000, X6441

Mr. John Herrell, Manager
Data Processing Department
Guy F. Atkinson
10 West Orange Avenue
So. San Francisco, CA 94080
876-1000

Ms. Caroline Hsu, Production Manager
Specialized Services
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622-7296

Ms. Alexia Martin
Office Automation
Stanford Research Institute
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Menlo Park, CA 94025
859-5540

Mr. Eugene Muscat
Director of Academic Services
University of San Francisco
Ignation Heights
San Francisco, CA 94117-1080
666-6534

Ms. Mary Parker, Owner
In-Home Word Processing Business
Student Representative
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San Bruno, CA 94066
952-7607

Ms. Natalie Sandell
Account Representative
Wang Laboratories
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San Francisco, CA 94108
956-7077

Mr. Michael D. Smith
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788-3399

Ms. Gayle Shamblee
Consultant and Office Manager
Secretaries of California
333 Market Street, Suite 1715
San Francisco, CA 94105
495-6427

Ms. Deanna Stulgaitis
Student Representative
1817 Ashton Avenue
Burlingame, CA 94010
697-9278

Skyline College Members

Ex-Officio Members:

Don MacIntyre, President
Judy Watkins, Acting Dean of Instruction
Harold Hartzell, Director, Business Division

Secretarial Department:

Grace Heringer, Chairperson
Bernice Lawry, Instructor/Counselor
Babe Herrero, Instructor/Counselor
Linda Avelar, Instructor
Linda Hayes, Instructor
Jennifer Perry, Instructional Aide
Jane Burney, Instructional Aide

Telecommunications:

Salvador Palma, Director

APPENDIX F

SKYLINE COLLEGE

MEMORANDUM

TO: Don MacIntyre, President DATE: October 14, 1983

FROM: Grace Heringer, Chairperson

SUBJECT: Secretarial/Clerical Advisory Committee Meeting

Our theme this year is "Futurism and the Secretarial Curriculum." We are interested in learning as much as possible about the automated office and job titles for 1990. Since the office has been in a constant state of change for the last ten years, our curriculum is perhaps, ten, twenty, or thirty years old. We need your very valuable input in order to revise the secretarial curriculum.

Enclosed you will find an evaluative criteria sheet and instrument for all courses taught in the Department. Please read them and complete as directed. Would you please bring the completed instrument to our first meeting on Tuesday, November 29, 1983, at 1:30 p.m. in Building 8, Room 8105.

GH:wpc

Enclosure

APPENDIX G

DIRECTIONS: The courses listed in the left column were taken from the 1983-84 edition of the Skyline catalog; they are presently taught as skill development courses for students majoring in secretarial science. A line as been placed through all information except the description of what is taught in the course.

Please place a check mark in the right column to indicate your perception as to whether the courses provide the necessary job competencies for entry-level positions in industry. Please give us any additional comments about the course(s) in the last column. Thank you for your very valuable help.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SECRETARIAL SCIENCE						
SEC. 100 BEGINNING TYPING (1-3) ~~*Five class hours plus one lab hour per week. Prerequisite: No previous typing instruction.*~~ An elementary course designed to develop correct typing techniques, and to develop basic skills in typing business documents. An audio-visual-tutorial system is used for both group and individualized instruction. For business students as well as for students who wish to learn to type for personal use. *(Open entry.)*						
SEC. 101 BASIC TYPING AND LANGUAGE SKILLS (1-3) (Credit/No-credit.) ~~*Three class hours plus two lab hours per week. Prerequisite: Concurrent enrollment in one of the following: ENGL 312, 313, 314, 441, READ 401, 463, 464, or 892.*~~ A typing course designed to teach limited English speaking students and students with minimum writing and reading skills keyboarding using the touch system. Students will use the typewriter to learn and to reinforce principles of spelling, vocabulary building, and reading. *(Open entry.)*						
SEC. 102 ELECTRONIC KEYBOARDING (2) (Credit/No-credit.) ~~*Five class hours plus one lab hour per week for eight weeks.*~~ An introductory course for professional people desiring knowledge of the alphabetic keyboard used on the microcomputer, computer terminals, home computers, and other systems that use the alpha keyboard for generating messages electronically. Introduction to the keyboard and development of basic keyboarding skills. No typing applications or formatting will be taught.						
SEC. 110 TYPING (1-6) ~~*Three class hours plus two lab hours per week. Prerequisite: Ability to type a minimum of 35 net words per minute.*~~ An individualized program in typewriting. This class is self-paced and designed to develop speed and accuracy as well as job-level proficiency in typewriting. Some of the areas covered in this class are: business correspondence, manuscripts, tabulation problems, decision making typing, and a review of language arts skills. *Course may be repeated until 6 units have been earned. (Open entry.)*						

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SEC. 145 TYPING SKILL BUILDING (1-3) **(Credit/No-credit.)** ~~*Five class hours per week. Prerequisite: Must be able to type the letters of the keyboard without looking at the typewriter*~~ This course is designed to improve a student's ability to type rapidly and accurately for sustained periods of time. When a student has attained his/her goal, he/she can be enrolled in SEC. 110. *May be repeated once for credit. (Open entry.)*						
SEC. 200 BEGINNING GREGG SHORTHAND (1-5) ~~*Five class hours plus one lab hour per week. Prerequisites: Enrollment in or completion of SEC. 100 and enrollment in or completion of SEC. 400 or ENGL 160.*~~ A foundation course in Gregg Shorthand—a symbol shorthand system—with practice in dictation and transcription. Group and/or individualized instruction with the use of video-cassettes are available. *Open entry.)*						
SEC. 205 ALPHABETIC SHORTHAND (1-3) ~~*Three class hours per week plus one lab hour by arrangement. Prerequisites: Enrollment in or completion of SEC. 400 or ENGL 160. Typing requirement for secretarial majors: 45 net wpm.*~~ A foundation course in alphabetic shorthand principles for taking dictation and notes in other courses. This course is recommended for any student who would like to take notes efficiently. *(Open entry.)*						
SEC. 210 SHORTHAND AND TRANSCRIPTION (1-7) ~~*Two to six class hours per week plus one to seven lab hours by arrangement.*~~ ~~*Prerequisites: SEC. 200 and completion of or enrollment in SEC. 100 and completion of or enrollment in SEC. 400 or ENGL 160. Minimum dictation speed 60 wpm on new material.*~~ Reinforcement of shorthand theory through intensive dictation and transcription with emphasis on the integration of specific secretarial skills. *Course may be repeated until 10 units have been earned.*						
SEC. 240 REFRESHER SHORTHAND (1-3) ~~*Three class hours per week plus two lab hours by arrangement. Prerequisites: Enrollment in or completion of SEC. 100, and completion of or enrollment in SEC. 400, or ENGL 160.*~~ Review of shorthand theories with emphasis on dictation and transcription. For students who cannot take dictation at 50 wpm. Video taped instruction is available. *(Open entry.)*						
SEC. 242 SHORTHAND DICTATION AND TRANSCRIPTION (1-3) **(Credit/No-credit.) (Offered in Evening only.)** ~~*Five class hours per week. Prerequisites: Enrollment in or completion of SEC. 400 or ENGL 160; SEC. 200 or completion of shorthand theory. Typing requirement: 45 net wpm.*~~ Review of Gregg shorthand theory; intensive dictation and transcription skill building. *May be repeated once for credit. (Open entry.)*						

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SEC. 260 BEGINNING MACHINE SHORTHAND (5) ~~*Five class hours per week plus one lab hour by arrangement. Prerequisites: Enrollment in or completion of SEC. 400 or ENGL 160. Typing requirement: 45 net wpm.*~~ Foundation course in machine shorthand principles for secretarial training and shorthand reporting and practice in dictation and transcription.						
SEC. 270 INTERMEDIATE MACHINE SHORTHAND (4-7) ~~*Six class hours per week plus five lab hours by arrangement. Prerequisites: SEC. 260 and enrollment in or completion of SEC. 400 or ENGL 160.*~~ Developing speed in machine shorthand through intensive dictation and transcription with emphasis on integration of specific secretarial skills.						
SEC. 300 WORD PROCESSING—MACHINE TRANSCRIPTION (1-3) ~~*Three class hours plus two lab hours per week. Prerequisites: Completion of or concurrent enrollment in SEC. 400 or ENGL 160 and SEC. 110. Typing requirement: 50 net wpm.*~~ . The development of a marketable skill in the art of machine transcription and correspondence procedures used in word processing centers and offices. *(Open entry.)*						
SEC. 305 WORD PROCESSING—MAGNETIC KEYBOARDS (1-9) ~~*One class meeting plus 4.25 lab hours per week. Prerequisites: Completion of SEC. 300, SEC. 400, or ENGL 160. Typing requirement: 50 net wpm.*~~ The development of a marketable skill in the use of the IBM Electronic 75 typewriter, IBM Displaywriter, and/or the IBM Mag Card II. Students will choose from one of five optional units to learn practical applications in specialty areas: legal, medical, statistical, and report procedures used in word processing centers; or supervisory and management skills for a word processing center. *Course may be repeated until 9 units have been reached. (Open entry.)*						
SEC. 315 WORD PROCESSING CONCEPTS (3) ~~*Three class hours per week. Prerequisites: None.*~~ Introduction to the language, equipment, procedures, careers, and systems used in word processing centers. *This course is recommended for new students entering the word processing program. Should be taken concurrently with SEC. 300.*						

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	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SEC. 318 WORD PROCESSING INTERNSHIP (1-7) **(Credit/No-credit.)** ~~*Prerequisites: Completion of SEC. 300, 305, and 315. Typing requirement: 50 net wpm.*~~ On-the-job training in the Skyline College Word Processing Center. Students will apply the skills learned in operating the magnetic keyboards and dictation/transcription system while completing correspondence for adminstrators, instructors, counselors, and secretaries on campus. Included in the course are supervising other students and managing a student-operated production center. *Twenty-five lab hours in the Word Processing Center equal one unit of credit. Course may be repeated until 7 units have been earned. (Open entry.)*							
SEC. 320 COPY PROCESSING (1-3) ~~*One to Three class hours plus one to two lab hours per week. Prerequisite: Enrollment in or completion of SEC. 110. Minimum typing speed: 45 wpm.*~~ The development of the skill of preparing camera-ready copies for printing. Students will also gain skill in the art of pasteups and the use of photocopy machines, electronic stencil makers, and the mimeograph machine.						
SEC. 325 IN-PLANT PRODUCTION TECHNIQUES AND MANAGEMENT (1-4) **(Credit/No-credit.)** ~~*Three lab hours per week per unit of credit. Prerequisite: SEC. 320.*~~ Development of skill in job planning, finishing and binding, printing production management, and employment opportunities. On-the-job training and in-plant shop or practical experience in the Business Skills Center. *(Open entry.)*						
SEC. 400 BUSINESS ENGLISH (1-3) ~~*Three class hours per week. Prerequisite: None.*~~ A comprehensive review of English as used by employers. A self-paced course using business-oriented materials. Areas covered: grammar, punctuation, capitalization, spelling, and vocabulary. Designed for anyone who must communicate in writing in a business environment. *(Open entry.)*						
SEC. 401 BUSINESS COMMUNICATIONS (3) ~~*Three class hours per week. Prerequisites: Completion of or enrollment in one college English course; ability to type is recommended.*~~ Development of writing skills from actual business situations. Covers such topics as: analyzing one's audience and goals; organizing correspondence to get results; writing clearly, concisely, and forcefully; revising and editing; and dictation techniques. Provides practical experience in the kind of clear writing today's employers are seeking. Recommended for business majors and for anyone whose job includes writing letters, memos, and reports.						

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SEC. 410 ADMINISTRATIVE OFFICE PROCEDURES (1-3) ~~*Three class hours plus two lab hours per week. Prerequisites: Completion of or enrollment in SEC. 400, SEC. 401, ENGL. 100, and SEC. 110. Typing requirement: 50 net wpm.*~~ The development of a marketable skill in administrative office procedures. Career infusion of the work environment, career paths, job satisfaction, career counseling, time management, technological changes that affect the office (equipment and procedures), and human relations for the changing office will be covered in two required units. From one to two units may be earned by completing student-secretarial assignments in offices on campus under the general supervision of the instructor. Twenty-five hours of on-the-job training relating to the course objectives equal one unit of credit. *This course is recommended for* students in word processing and/or shorthand. *Not recommended for first semester students.*						
SEC. 412 FILING AND RECORDS MANAGEMENT (1) ~~*One class hour plus two lab hours per week for eight weeks. Prerequisite: None.*~~ Development of filing skills through practical experience in the storage, retrieval, and transfer or destruction of business documents. Emphasizes the alphabetic filing system with minor emphasis on subject and geographic filing systems. *Not recommended for first semester students.*						
SEC. 448 LEGAL SECRETARIAL TRAINING (1-4) ~~*One class hour plus six lab hours per week. Prerequisites: Completion of SEC. 210, 120, BUS. 201, and SEC. 400 or one college English course.*~~ Intensive training in procedures applicable to secretarial duties in law offices. Emphasis on legal terminology, legal documents and correspondence, dictation, and transciption. *(Open entry.)*						
BUS. 105 EXPLORATION OF BUSINESS CAREERS (1) ~~*One lecture plus two lab hours per week for eight weeks.*~~ This course provides an opportunity to study various careers in the business world before making a career choice. Job descriptions, salary ranges, training and advancement possibilities as well as job requirements will be covered. *May be repeated once.*						
BUS. 129 MACHINE CALCULATION (1) **(Credit/No-credit.)** ~~*One class hour plus two lab hours per week for eight weeks.*~~ Proficiency in using the touch method is developed for the four basic functions of addition, subtraction, multiplication, and division. *(Open entry.)*						

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Additional Comments
SEC. 484 MEDICAL TERMINOLOGY (1-3) ~~*Three class hours per week.*~~ Designed to give students a basic background in medical terminology as used by medical transcriptionists, court reporters, law related occupations, and allied health occupations. The prefixes, roots, and suffixes of commonly used medical words are presented. Proper names of anatomical structures and their relationship to each other are covered by body system. *Also listed as HSCI 484.*						
SEC. 488 MEDICAL TRANSCRIBER INTERNSHIP (1-3) ~~*Fifty-one hours per unit. Prerequisites: SEC. 484 and SEC. 489 or equivalent.*~~ On-the-job training in a hospital or medical office of transcribing actual doctor dictation from cassettes. Individual conferences with instructor.						
SEC. 489 MEDICAL TRANSCRIPTION (1-2) ~~*Five lab hours per week. Prerequisites: SEC. 484 or concurrently enrolled; ability to type 50 net wpm. ENGL 160 or equivalent recommended.*~~ Intensive training in medical transcription that includes doctor-dictated history and physicals, surgical reports, operative procedures, x-ray, pathology, and nuclear medicine reports. *May be repeated no more than two times for credit.*						
Please add course(s) you perceive as important for a secretarial curriculum.						

APPENDIX H

Secretarial/Clerical Department
Advisory Committee
1983-1984

AGENDA

1. Introduction
2. Welcome — Dr. Don MacIntrye, President, Skyline College
3. Course Evaluations
   - A. Recommendations for Changes
   - B. Recommendations for Additions
   - C. Recommendations for Deletions
   - D. Recommendations for the Office of the Future
4. Skyline's Vision for A Model "Future Office"
5. Summary of Strategic Planning Review
6. Other

APPENDIX I

SKYLINE COLLEGE SECRETARIAL/CLERICAL ADVISORY COMMITTEE
MINUTES, FALL SEMESTER MEETING

November 29, 1983, 2 p.m.

Room 8105, Skyline College

Present: John Herrell, Guy F. Atkinson
Eugene Muscat, University of San Francisco
Mary Parker, Student Representative, Skyline College
Owner of Alice Secretarial Service
Gayle Shamblee, Secretaries of California
Michael D. Smith, CPT Corporation

Representatives from Skyline College:
Don MacIntyre, President
Judy Watkins, Acting Dean of Instruction
Hal Hartzell, Director, Business Division
Grace Heringer, Chairperson, Secretarial Department
Bernice Lawry, Instructor/Counselor, Secretarial Department
Linda Avelar, Instructor, Secretarial Department
Linda Hayes, Instructor, Secretarial Department
Janet Grant, Instructor, Secretarial Department
Rich Barnhart, Instructor, Secretarial Department
Jennifer Perry, Instructional Aide, Word Processing Center
Jane Burney, Instructional Aide, Skills Center

Absent: (Submitted the course evaluation form via mail):

Paul Brown, Sumitomo Bank of California
Alexia Martin, Stanford Research Institute
Natalie Sandell, Wang Corporation
Deanna Stulgaitis, Student Representative, Skyline College

The meeting was called to order at 2:15 p.m. by Grace Heringer. Each committee member was asked to introduce himself/herself. Dr. Don MacIntyre welcomed the newly constructed advisory committee members. Dr. MacIntyre thanked each member for agreeing to serve on the committee and suggested that the committee members help us to develop a program that would train students at Skyline for employment in the office of the future. He also asked members to submit to us any possible funding resources for upgrading the secretarial curriculum.

Dean Watkins asked that the committee members become actively involved in helping us plan a secretarial curriculum that would effectively train office workers for the automated office. Director Hartzell asked the committee to describe the "office of the future" for the instructional staff.

Course Analysis

The administrators and instructors from Skyline were not asked to complete a course analysis worksheet; they had voted on each course during the strategic planning process. Nine of the eleven advisory committee members completed and submitted a course analysis worksheet. See Table No. 1 for the percentage of votes by the advisory committee for each course.

Table No. 2 contains a summary of additional comments listed on the analysis worksheet and/or made during the discussion among committee members, administrators, and instructors. Table No. 3 contains a list of recommended courses and/or instructional units to be added to the secretarial curriculum.

An Envisioned Model "Future Office" for the Secretarial Department

The appeal for funding and/or equipment for an envisioned model future office was made by Grace. The administrators and instructors believe all students enrolled in the secretarial program should be trained to use electronic typewriters, word processing systems with display screens, and microcomputers. At the present time only students majoring in word processing are required to complete courses that teach keyboarding skills on word processing/computer terminals, that teach storing and retrieving documents skills, and that teach document preparation and formatting skills.

Should you or someone at your company have ideas for funding sources, we would appreciate your help. We are also interested in working with companies in a college/business partnership for training office employees.

Summary of Strategic Planning Review

A summary of votes was completed by instructors in the Secretarial Department and presented to the committee for approval. It was recommended that all courses in machine shorthand be eliminated from the curriculum. There was also a recommendation to eliminate in-plant production and techniques.

The meeting was adjourned at 3:45 p.m. The next scheduled meeting is May 30, 1984, at 2 p.m. in Room 8105 at Skyline.

Respectively submitted,

Jane Burney

Jane Burney, Recorder

H. Grace Heringer

H. Grace Heringer, Chairperson

HGH:gm

Table No. 1

Summary of Course Analysis Worksheet for Advisory Committee Members
N = 9

Courses	Percentage		
	Agree*	Uncertain!	Disagree#
Sec. 100 - Beginning Typing	77	22	0
Sec. 101 - Basic Typing & Lang. Skills	44	33	22
Sec. 102 - Keyboarding for Computers	66	33	0
Sec. 110 - Typing (Inter. & Advanced)	77	22	0
Sec. 145 - Typing Skill Building	55	44	0
Sec. 200 - Beginning Gregg Shorthand	66	22	11
Sec. 205 - Alphabetic Shorthand	55	44	0
Sec. 210 - Shorthand & Transcription	66	22	11
Sec. 240 - Refresher Shorthand	55	33	11
Sec. 242 - Shorthand Dictation/Trans.	66	22	11
Sec. 260 - Beginning Machine Shorthand	44	55	0
Sec. 270 - Inter. Machine Shorthand	44	55	0
Sec. 300 - WP: Machine Transcription	100	0	0
Sec. 305 - Word Processing Keyboards	66	22	11
Sec. 315 - Word Processing Concepts	88	11	11
Sec. 318 - Word Processing Internship	88	11	0
Sec. 320 - Copy Processing	99	0	0
Sec. 325 - In-Plant Production & Mgmt.	66	33	0
Sec. 400 - Business English	100	0	0
Sec. 401 - Business Communication	88	11	0
Sec. 410 - Administrative Ofc Procedures	66	22	11
Sec. 412 - Filing and Records Mgmt.	77	11	11
Sec. 448 - Legal Secretarial Training	100	0	0
Sec. 484 - Medical Terminology	100	0	0
Sec. 488 - Medical Transcriber Intership	100	0	0
Sec. 489 - Medical Transcription	100	0	0
Bus. 105 - Exploration of Bus. Careers	66	22	11
Bus. 129 - Calculating Machines	77	22	0

*Agreed that the course as described in the catalog provides job competencies needed by skilled office workers.

!Uncertain that the course as described in the catalog provides job competencies needed by skilled office workers.

#Disagreed that the course as described in the catalog provides job competencies needed by skilled office workers.

TABLE NO. 2

SUMMARY OF ADDITIONAL COMMENTS
COURSE ANALYSIS WORKSHEET FOR ADVISORY COMMITTEE MEMBERS

Sec. 101 - Basic Typing and Language Skills

1. Are entry-level language skills taught for foreign students?
2. There should be a separate course for language skills.
3. Expand the course to include skills for "newcomers."
4. Students would benefit more from an intensive course in basic language skills that is separate from typing.

Sec. 102 - Electronic Keyboarding

1. Video instruction could be used to teach this course. Contact B. Setlzer, Chase Scientific in Los Angeles.
2. Can't the basic keyboarding skills be taught in beginning typewriting? Why a separate course?
3. Keyboard interaction should be stressed in this course.
4. Students should definitely have some "hand-on" experience at a terminal or display system.

Sec. 110 - Typing

1. The coverage of skills taught in the course is too broad.
2. How can so many skills areas be covered effectively?
3. Language skills should be heavily stressed.

Sec. 200 - Beginning Gregg Shorthand

1. Hartzell: "How important is shorthand?"
2. Shamblee: "One-half of my job requests require 80+ words per minutes in shorthand. Many executives still prefer secretaries with the ability to write shorthand."
3. Herrell: "Shorthand is used for notes, short letters, memos, etc."
4. Lawry: "Night students are enrolled in shorthand to get a better job and/or to upgrade their present job skill; they need shorthand to be promoted on the job."

Sec. 205 - Alphabetic Shorthand

1. Students should learn some form of notetaking for writing telephone messages, minutes, and "quick" correspondence items.

Sec. 260 - Beginning Machine Shorthand

1. The court reporting market is saturated right now. There is no need to continue to offer this course.

Sec. 305 - Word Processing--Magnetic Keyboards

1. Change the course title; the title is misleading. The term, "key to storage," was recommended to replace magnetic keyboards.
2. Instruction on the IBM Mag Card II should be phased out of the course.
3. State-of-the-art equipment should be used where possible.
4. The instructional components for this course should be subject to frequent and constant industry review.
5. Supervisory and management skills in word processing merits a separate course.

Table No. 2 Continued

Sec. 315 - Word Processing Concepts

1. The course should be much broader than word processing concepts.
2. Change the title to "Working Procedures for the Automated Office."
3. The course description, as it appears in the catalog, is very vague.

Sec. 318 - Word Processing Internship

1. Alexia: "We are in desperate need of staff; can we borrow students from this course?"
2. Establish on-the-job training sites for the interns in industry.
3. Stulgaitis: "Students who complete this course gain a sense of accomplishment as they complete production projects."
4. Hartzell: "This course is designed to build the students confidence before he/she enters the job market.
5. Shamblee: "Temporary agencies might be a source of placing student interns in training positions. I will try to provide you with a list of temporary employment agencies that might be of help for this course.

Sec. 320 - Copy Processing

1. The Secretarial Department needs a copier/duplicator instead of a mimeograph machine.
2. The needed skill is producing camera-ready copies, not learning how to use the mimeograph machine.

Sec. 400 - Business English

1. This course does not provide for the needs of non-native speakers.
2. Smith: "Good English skills is good business."
3. The most important class in the curriculum.
4. English skills for the business environment should be stressed in this course.
5. It is important to teach spelling and vocabulary for business. Shamblee: "One of the first employment test we give is a spelling test."

Sec. 401 - Business Communications

1. Does this course (as described) provide entry-level employment skills in writing business correspondence?
2. There is a difference in the needs of students enrolled in this course in the Extended Education Program and the Day Program. The Extended Education (Evening) students enroll to upgrade their writing skills for their present position. The Day students are enrolled to learn to write for a business setting.

Sec. 410-Administrative Office Procedure

1. The course should be taught using the non-credit, self-paced method.
2. Revise Sec. 315 to include procedures for working in the automated office and eliminate this course.
3. On-the-job training is essential for students who take this course.

Table No. 2 Continued

Sec. 412 - Filing and Records Management

1. There are no jobs for persons who only know how to file alphabetically. Electronic filing methods and management is more important.
2. Revise the course to include electronic filing and micrographics.
3. Teach alphabetic filing but add another short course to train students to manage electronic records.

Sec. 105 - Exploration of Business Careers

1. Students should be assigned a guidance/career counselor before taking this course.

TABLE NO. 3

A LIST OF RECOMMENDED COURSES TO BE ADDED TO THE SECRETARIAL CURRICULUM

1. Business and Technical Report Writing
2. Microcomputer Concepts
3. Basic Programming
4. How to Adapt Technology to Your Job
5. Working in An Automated Office
6. How to Succeed on a Job Interview
7. Interactive Processing Techniques--Keyboards, Media, & Voice
8. Electronic Records Management
9. Automated Document Storage & Retrieval--Data and Microforms
10. Database Management
11. Technical Writing for Procedures Manuals
12. Punctuation for Business Writing
13. How to Dictate
14. How to Start Your Own Business
15. Word Processing Systems/Computer Graphics Applications
16. How to Read and Use a Procedures Manual
17. Telecommunications Concepts and Terminology

APPENDIX J

SKYLINE COLLEGE ☐ 3300 COLLEGE DRIVE ☐ SAN BRUNO, CALIFORNIA 94066 ☐ PHONE 415 355-7000

March 30, 1984

Ms. Pat Kent
883 Sneath Lane, Suite 121
San Bruno, CA 94066

Dear Ms. Kent:

It is difficult to believe that it is time for the last advisory committee meeting for the academic year 1983-84. However, May 30, 1984, is only a few weeks away. We will meet at 2 p.m. in Building 8, Room 8105 at Skyline.

Our theme for the year, "Futurism and the Secretarial Curriculum," is exciting. I hope you have received the minutes from our November meeting. If you did not, please call me at 415-355-7000, Extension 363. My office hours are: M/W/F, noon to 2 p.m. and T/Th, 9 a.m. to noon. Please read the minutes for omissions, additions and/or corrections. The minutes will be approved at our next meeting.

Enclosed you will find an article about the purpose of advisory committees, a goal task sheet, an agenda, a map, and a parking permit. Please read the article and complete the goal task sheet and bring to our meeting. Should you have items for the agenda, please write them as Item No. 9 on your copy.

Thank you for continuing to serve on the committee. I assume you will serve on the committee next year. Your advice is what keeps the secretarial curriculum a viable one for students. See you on May 30, 1984, at 2 p.m. Should you have questions, please call me.

Yours very truly,

H. Grace Heringer

H. Grace Heringer, Chairperson
Secretarial Department

HGH:wpc

Enclosures

P.S. Please telephone Stanlee Garriott, Staff Assistant, Business Division, at (415) 355-7000, Extension 204, and let her know if you can attend the meeting.

Skyline College
Secretarial/Clerical Advisory Committee

AGENDA

1. Approval of Minutes from the November Meeting
2. Report of Title III Grant Activity Proposal
3. Goal Task Sheet
4. Survey of Two Professional Organizations
   a. Future Job Titles in the Office
   b. Future Skill Requirement for Office Workers
5. Election of Chairperson of the Committee
6. Election of A Secretary/Recorder for the Committee
7. Approval of Goals for 1984-85
8. Meeting Date for Fall 1984
9. Others
10. Adjournment

Goal Task Sheet

A goal can be a stated purpose, objective, direction, area, course, etc. Please write at least two goals in each category and bring to our next meeting.

1. Immediate Goals for the Secretarial Instructional Programs. This goal could be stated as how and what should be done to improve the curriculum for training secretaries/office assistants for employment.

   a.

   b.

2. Long-range Goals for the secretarial instructional program. What should be done in the future to improve the program?

   a.

   b.

3. Write two goals regarding the most effective way to train and retrain instructors who will teach office skills for the automated (electronic) office.

   a.

   b.

4. What can be done (money is in short supply) to maintain the state-of-the-art automated equipment in the Secretarial Department? Write two suggested goals.

   a.

   b.

5. Other. Add as many goals as you believe important but not listed in the four areas mentioned above.

a.

b.

c.

d.

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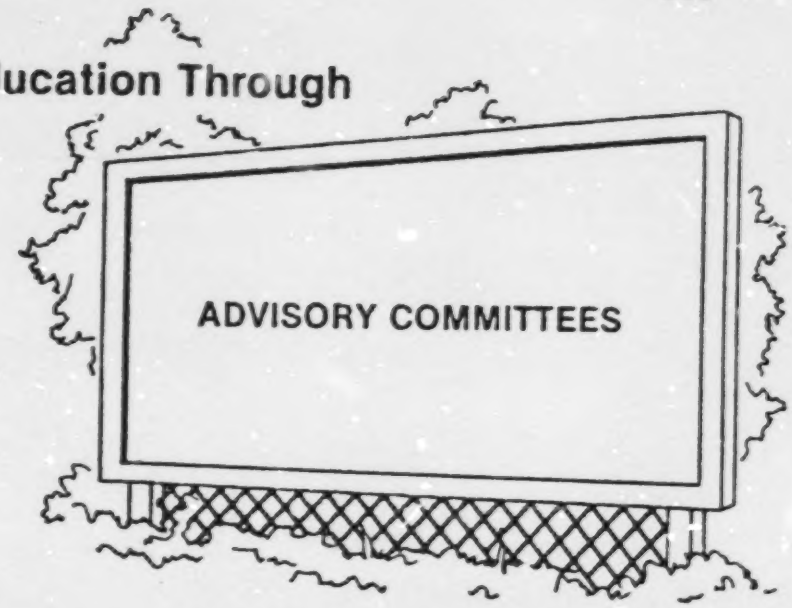
CHAPTER 3

Promoting Business Education Through



William A. Stull and William G. Neal
Utah State University, Logan

Gerald L. Begeman
Roger B. Chaffee High School, U.S. Naval Air Station, Bermuda

Why do we need an advisory committee to promote business education programs? What role does and should the committee play? How should we organize the committee? How many members should the committee have and who should be invited to serve? How can we insure that the advisory committee will be effective? Where do we start?

The work force and its occupational composition is in a constant state of change and growth. When one area of the world of work changes, the effects are felt in many different and related areas. Examples of this are evident in the manner in which data processing and now word processing have altered the business world. Business education and all of the vocational programs require input on curriculums, procedural and technological developments, and community needs in order to offer relevant programs.

The nature of business education requires a close relationship with the business community; and, therefore, an advisory committee can be of great assistance in providing realism to the educational program. For example, the technological changes in the business world have caused various developments in organizational structure, in the equipment, and in the training of personnel. These changes must be incorporated readily and adapted to the curriculums if business education programs are to remain viable. Advisory committees can assist business educators greatly in program operations, development and initiation, evaluation, public relations, and student organizations.

Advisory committees, since the passing of the Vocational Amendments of 1968 and the Education Amendments of 1972 and 1976, have provided widespread guidance and advice to numerous educational institutions at various levels. The establishment of advisory committees provides a means for increased communication between school personnel and community business leaders with the intended result being an improved learning environment for the student, an enlightened view of the business community for the instructor, and a better prepared employee for the business man or woman. The improvement of educational opportunities that accrues to the student because of the input through advisory committees is the best defense for their organization, meeting, and regular exchange of information and ideas.

A business education advisory committee consists of a group of persons representing the business community and the school. The committee provides recommendations and advice on developing objectives, meeting the needs, and implementing an instructional program which will provide the student with an educational setting that assists in the smoothest transition from instruction to employment. The members of the advisory committee are for the most part noneducators who possess experience and knowledge in the business sector for which the student is being prepared. The primary function of these business leaders is to advise and assist the educators and policymakers of the educational system. Their role is not to implement, direct, or set policy.

ORGANIZATION AND OPERATION OF AN ADVISORY COMMITTEE

Once a commitment or a requirement for establishing an advisory committee is made, several questions are raised for the business teacher. This section will focus on some of the methods for organizing and operating an advisory committee.

Establish the number of members. No hard-and-fast rule exists which states the number of members who should be included on an advisory committee. Crawford and Meyer state that specialized committees usually vary from three to seven members but may include a larger number depending upon the function of the committee.[1]

Since each member may not be able to attend all meetings, it is important to have enough members to insure a worthwhile discussion during the meeting. Most authorities also agree that it is not wise to develop a committee which is so large that it prohibits open discussion. Local conditions will dictate the size. Perhaps a convenient and workable

[1] Crawford, Lucy C., and Meyer, Warren G. *Organization and Administration of Distributive Education*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

number might be found in the range of from 5-10 members.

Determine qualifications for membership. According to the American Vocational Association (AVA), four qualifications should be considered for prospective committee members: (1) experience, (2) available time, (3) character, and (4) representative of the community.[2]

It is important to involve key individuals in the community on an advisory committee. The following types of individuals should be considered: (1) school administrators —superintendent, principal, director of vocational education, (2) counselors, (3) other teachers, (4) local employment manager, (5) key figures in business, industry, and labor, (6) representatives from the state department of vocational education, (7) representatives from teacher-education institutions, and (8) representatives from the local school board.

It is generally agreed that committees should be composed of laypeople only and that representatives of the school should serve as ex-officio members of the group. For a business education advisory committee, it is recommended that representatives from a cross section of the business community be included with persons from the management, supervisory, and employee levels represented. Caution should be taken to avoid having an employee and his or her employer on the same committee. Further, in order to insure that the committee is as representative as possible, there should be only one member from the same kind of business, unless the business education program is highly specialized and limited to the preparation of workers in one or two kinds of business occupations. (For example, an advisory committee for a legal secretary program would probably contain only those in the legal profession.) In a locality in which there are two or more secondary or vocational schools offering business education programs but serving the same area, one local advisory committee may be set up for all the schools.

Other groups to be considered when selecting members are professional business and service organizations in the community, such as American Records Management Association, International Word Processing, Professional Secretaries International, chamber of commerce, and other similar groups. In addition, some committees will include current students or students who have graduated from the business education program. The value of having student input should not be overlooked as an important source for your committee. It has also been recommended that committees include men and women with varied ethnic and racial backgrounds.

Terms for committee members usually range from a minimum of two to a maximum of four years, with memberships overlapping among the members. Many committees are organized so that one-third of the membership expires each year for three years. Thus, there is carry-over among the committee membership from year to year.

The members may be contacted in person, by letter, or by phone when requesting them to serve on the committee; however, personal contact seems to be the best approach. By visiting with the prospective member in person, a business teacher can answer questions and explain the general purposes of the committee. A confirming letter from a school administrator may add prestige to the committee appointment.

Organize the committee. There is no one type of committee organization that is necessarily best for every local community. Generally a committee will include a chairman and a secretary, and may include a vice-chairman. The chairman presides over the committee and is selected by the balloting of the members of the advisory committee. The chairman should be someone other than the business teacher and the school administrator. A school representative may serve as a temporary chairman until the committee is organized, but the chairmanship should become the responsibility of the business and industry personnel as soon as possible.

The secretary may be a member or a nonmember of the committee. A department or school secretary is often asked to attend the meeting to take the minutes.

When and where should the meetings be held? Consideration should be given to the advantages of meeting some other place than the school, such as a business office, conference room, or other location. The time of the meeting should be determined by the members; depending upon the length of the meeting, breakfast meetings or luncheon meetings are possible times for worthwhile discussion. Another factor to consider is the need for a private area so that discussion is not interrupted and members can hear clearly.

Prior to the first meeting, a letter should be sent to all the members welcoming them to the committee and advising them of the time, date, and place of the first meeting. A folder for each committee member should be prepared which includes the names, titles, business addresses, and telephone numbers of all committee members; a written explanation which defines the purpose of the advisory committee and outlines the duties and responsibilities of its members; a description of courses that make up the business education curriculum; a list of the types of equipment used in the classroom; and the agenda for the first meeting.[3]

Give members stimulating work to do. The achievements of the committee will be in direct relation to the demands made on it by the school. Consequently, it becomes the responsibility of the school representative to obtain and maximize benefits from committee members. Unless a committee has pertinent and challenging problems on which to work, members become bored and uninterested.[4]

The following types of objectives may be adopted by an advisory committee. Specifically, the committee may assist in such areas as program promotion, curriculum, job placement and follow-up, and program evaluation.

PROGRAM PROMOTION. Some objectives in the area of program promotion include the following.

1. Arrange for presentations by business teacher before civic and business groups.
2. Provide news releases to industrial magazines or newsletters.
3. Visit with other business and industry personnel about the business education program.
4. Evaluate the department's public relations policies and actions.

[2] American Vocational Association. *The Advisory Committee and Vocational Education*. Washington, D.C.: the Association, 1969 (out of print).

[3] Ibid.

[4] *A Guide for Advisory Committees in Business Education, Business Education—a Retrospection*. Monograph 133. Cincinnati: South-Western Publishing Co., March 1978, pp. 42-49.

5. Assist with special events such as National Education for Business Week, Vocational Education Week, FBLA-PBL Week, Career Days, and other similar events.

CURRICULUM. In assisting with curriculum, the committee can—

1. Assist in the development and review of course content.
2. Evaluate sample training plans for students in the cooperative education program.
3. Loan films, display materials, and other instructional aids.
4. Assist in developing educational objectives.
5. Assist in the selection of texts and reference materials.

JOB PLACEMENT AND FOLLOW-UP. The following objectives may be considered by an advisory committee in job placement and follow-up:

1. Assist in identifying training needs for specialized areas in business.
2. Assist in identifying appropriate careers for the physically and mentally handicapped.
3. Assist in developing training agreement forms.
4. Assist in placing students in part-time jobs during the summer and during the school year.
5. Assist in placing graduates from the program.
6. Identify potential businesses for cooperative education.
7. Analyze results of follow-up studies of business graduates.

PROGRAM EVALUATION. Several objectives may be achieved by an advisory committee in the area of program evaluation.

1. Assist in establishing local immediate and long-range goals for the business program.
2. Review budget requests to support proposed program of activities.
3. Assist in determining standards of evaluation.
4. Advise on adequacy of facilities and equipment.
5. Assist in evaluating adult business education offerings.
6. Assist in surveys.
7. Review and advise on relevancy of course content.
8. Assist in the establishment of standards of proficiency to be met by the students.

In addition, committee members are useful resources for guest presentations, panel discussions, field trips, and other special activities. Since they are representative of outstanding business leaders in the community, business students can benefit by getting acquainted with committee members. These individuals can also serve as valuable resources for the student vocational organization in developing projects and activities. Their knowledge of business will add greater depth to class and student organization activities.

Avoid advisory committee pitfalls. Business educators who wish to have a successful business education advisory committee should keep the following reasons for advisory committee failure in mind:

1. Failure to actively involve committee members, or meeting just for the sake of meeting
2. Choosing members for the committee who have no interest in the program
3. Selecting members for the committee who do not have sufficient time to serve
4. Not preparing committee members for their role on the committee
5. Explaining to committee members that you are required by law to have an advisory committee, but that there is really not much to do, so they shouldn't mind serving
6. Failure to prepare an agenda and minutes of each meeting
7. Failure to keep committee chairperson briefed on agenda
8. Failure to offer appreciation to committee members for their support and not letting them know of the progress made by the committee
9. Failure to ask committee members for advice and help on problems facing business education programs
10. Permitting one or two members of the committee to monopolize the discussion
11. Making embarrassing requests of the committee for money or equipment, or in some cases, to put pressure on the school district administration
12. Using the advisory committee to build up the personal reputation of the teachers involved and being defensive at the first hint that the business education program is less than perfect.[5]

EFFECTIVE USE OF ADVISORY COMMITTEES

A question asked most frequently by business educators about advisory committees is how to insure that they will be effective. Effectiveness is partially dependent on the active involvement of committee members. This section presents a planning model which is specifically designed to demonstrate how to involve advisory committee members more effectively.[6]

Philosophy of planning model. This planning model is tailored after the management-by-objectives approach used by business and industry to improve productivity. The major idea behind this concept is that members of any organized group have a desire to be involved in establishing their own future goals, in setting priorities among these goals, in setting time limitations, and as the process concludes, in being involved in goal accomplishment and evaluation. By becoming involved in the goal-setting process, members of the group will believe that they have a stake in what the total group wants done. Figure I shows the different components of the model.

Procedures for implementing the model. How to implement the advisory committee planning model can best be explained by discussing what would happen in three typical advisory committee meetings during the year. The effective use of this idea requires at least three committee meetings a year.

FIRST MEETING (SEPTEMBER). At the first advisory committee meeting of the year, several matters of routine business must be completed. Among these are to review the functions and purposes of the advisory committee, to review the progress of last year's advisory committee, and to elect new leaders (chairperson, vice-chairperson, and secretary) for the coming school year. Next in order of business would be for the business teacher in charge of the committee to

[5] Klasstrom, Mary K. and Trapnell, Gail, editors. *Current Perspectives in Distributive Education*. Dubuque, Iowa: Kendall-Hunt Publishing Co., 1976.

[6] Snell, William A. "A Planning Model for Active Involvement of Distributive Education Advisory Committee Members." *Distributive Educators Digest*, Fall 1979.

FIGURE 1. Model for an Advisory Committee

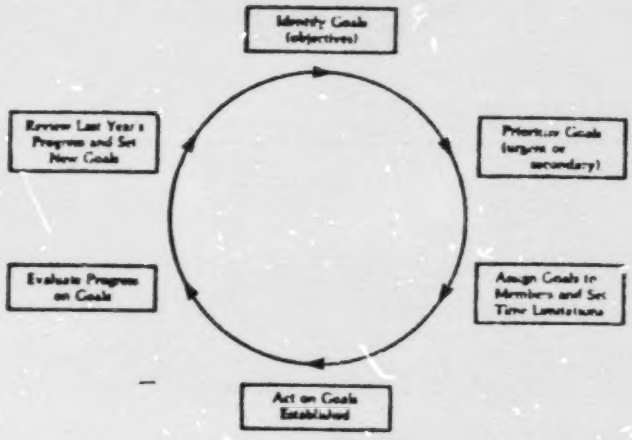

Identify Goals (objectives)
Prioritize Goals (urgent or secondary)
Assign Goals to Members and Set Time Limitations
Act on Goals Established
Evaluate Progress on Goals
Review Last Year's Progress and Set New Goals

TABLE 1. Advisory Committee Planning Guide

Priority U	Priority S	Areas of Involvement and Goals	Target Date	Person Assigned	Appraisal 1	2	3
X		1. Program Promotion					
		a. To assist in National FBLA Week promotion activities.	Nov. 1	Jeppesen			
X		b. To assist in student recruitment by developing professional spot announcement for radio and school PA system.	Jan. 1	deAyora			
	X	c. To provide prizes for business education students.	Apr. 1	Jeppesen			
X		d. To secure adequate coverage by local newspaper promoting business education programs	Feb. 3	Henry			

distribute the "Advisory Committee Planning Guide." (This would be similar to Table 1, with just the headings.)

The business teacher should explain to the committee what will be happening during the remainder of the meeting: The committee as a whole will be establishing goals for this year, setting priorities for these goals, establishing dates for achieving the goals, and assigning responsibility for goal accomplishment on a volunteer basis to committee members. To help committee members establish these goals, the teacher may wish to use the blackboard to list the major areas of involvement for goal setting. Some suggestions include (1) program promotion (see Table 1), (2) curriculum, (3) job placement and follow-up, and (4) program evaluation.

A brainstorming session, again using the blackboard, should follow this explanation, with the teacher-coordinator categorizing the ideas generated by the committee into one of the preceding four goal areas. Several ideas should be listed under each area. Committee members should be reminded that in brainstorming there is no such thing as a bad idea.

Committee members are requested to list the goals on the goal planning sheets provided by the business teacher. The next step in the process is for committee members to establish as a group the priority of the goal statement (U = urgent; S = secondary) and to set, with the aid of the responsible teacher, a target date for accomplishing each goal. The final step is to solicit volunteers from the committee who would be willing to provide leadership in accomplishing goals.

Naturally, those goals designated as urgent are of primary concern to the committee and the business education program. Those classified as secondary may be reconsidered at a later date to determine if their relative importance has increased or decreased, or whether they may be completely deleted.

SECOND ADVISORY COMMITTEE MEETING (JANUARY). The agenda for the second advisory committee meeting is not difficult to prepare. Each member who is involved in a stated goal is asked to report on his or her progress. At this time, unreasonable goals may be deleted or modified. Likewise, new goals may be added to the original "Advisory Committee Planning Guide." Committee members should report on progress on individual goals and mention any additional help or resources they need to accomplish the goals.

THIRD AND FINAL ADVISORY COMMITTEE MEETING (MAY). The major purpose of the third advisory committee meeting is to appraise (evaluate) the progress made on the year's advisory committee goals. A numeric evaluation score should be assigned by the primary person responsible for accomplishing the goals (for example, 1 = goal accomplishment; 2 = goal partially met, improvement needed; and 3 = goal not met.)

After the progress on the year's goals has been established, committee members may wish to turn their attention to establishing next year's goals. Goals not achieved that year or those where accomplishments were limited will become starting points for the following year's advisory committee activities. With this planning model the business teacher's role becomes an active one. The model also provides these advantages:

1. Advisory committee members have a greater appreciation of the purpose of the committee, and thus greater involvement, interest, and motivation in what is being done. Active involvement is a near certain result.
2. Advisory committee members appreciate the clear direction that results from the goal-setting process.
3. Communication and understanding between committee members and business teachers are enhanced.
4. Advisory committee members, as business persons, appreciate the businesslike and objective approach followed by the school in the operation of the committee.
5. The goal-setting process allows teachers to build a bank of goals that can be used in the future by the advisory committee.
6. The goal-setting process allows the advisory committee to evaluate its progress during the year more objectively.

An advisory committee can play a major role in promoting business education programs and in providing relevant input to business education teachers. The action and advice of advisory committee members will be of great benefit in preparing competent business employees.

APPENDIX K

SKYLINE COLLEGE SECRETARIAL/CLERICAL ADVISORY COMMITTEE
MINUTES, SPRING SEMESTER MEETING

May 30, 1984, 2 p.m.

Room 8105, Skyline College

Present: Leslie Cabot, Medical Records, Peninsula Hospital
Pat Kent, Legal Secretary, Donald Del Grande, Esq.
Eugene Muscat, University of San Francisco
Mary Parker, Student Representative, Skyline College, Cottage Word Processor
Gayle Shamblee, Secretaries of California
Michael D. Smith, CPT Corporation
Deanna Stulgaitis, Student Representative

Representatives from Skyline College:
Donald MacIntyre, President
Hal Hartzell, Director, Business Division
Grace Heringer, Chairperson, Secretarial Department
Bernice Lawry, Instructor/Counselor, Secretarial Department
Linda Avelar, Instructor, Secretarial Department
Barbara Young, Instructor, Secretarial Department
Jennifer Perry, Instructional Aide, Word Processing Center
Susan Rehmke, Student Instructional Aide, Skills Center

Absent: (Submitted the Goal Task Sheet via mail):

Paul Brown, Sumitomo Bank of California
John Herrell, Guy F. Atkinson
Alexia Martin, Stanford Research Institute

The meeting was called to order at 2:10 p.m. by Grace Heringer. Committee members were thanked for their service on the committee.

Approval of Minutes from the November Meeting

In connection with the November 29, 1983, minutes, Grace pointed out that, due to some incorrect percentages, there was a revised Table I (Summary of Course Analysis Worksheet for Advisory Committee Members). She then asked if there were any other corrections to the minutes. There were none, and the minutes were approved as they were.

It was then pointed out that, in connection with the course analyses from the last meeting, several courses recommended by the committee were now offered; they were:

Sec. 300 - WP: Machine Transcription
Sec. 400 - Business English
Sec. 488 - Medical Transcriber Intern
Sec. 489 - Medical Transcription

Report of Title III Grant Activity Proposal

Hal Hartzell reported on Title III grant completed in March 1984. The Title III grant proposal is in connection with a request of the federal government from the Department of Education for a grant to improve our delivery system. The proposal for the grant was 357 pages long. After Skyline College was declared eligible for the grant, there were only thirty days in which to prepare it. It was prepared and submitted on time.

The grant cannot exceed $800,000 a year; in theory however, it is possible to get as much as $4 million under certain circumstances. A portion of the grant (if awarded) will be made to the Secretarial Department for the development of an "office of the future." It calls for a great deal of equipment, electronic in nature, so that Skyline College can teach those skills that are becoming very popular in business: computers, electronic mailing, and other electronic equipment. Whether or not the grant is successful, Skyline College plans to establish instructional units to teach students skills that are currently important to the industry.

He pointed out that we also have to develop a curriculum to retrain teachers on how to teach electronic equipment, and we need help in developing such a curriculum. The present curriculum contains a lot of courses that are in question now. He stated that Skyline would like to hear from people in industry on what should be taught and what kinds of equipment is needed to teach the necessary courses. Hartzell stated that we should hear more about the grant in August 1984.

Goal Task Sheet

Each member was asked to read recommendations submitted on the Goal Task Sheet. There were many well-thought-out responses and an enthusiastic discussion (See Table 1). One recurring idea was that internships would be very helpful to the industry.

Gayle mentioned that Cathy Lucie (telephone number 788-6517) is interested in placing students with corporations so that the students can learn and gain experience. It was pointed out that businesses considered work experience at the college an asset for employment, whether the students received pay for it or not. The Goal Task Sheets were collected at the end of the meeting by Grace for tabulations.

A slide projector was used to show a chart of "A Model for Curriculum Revision." Each member were asked to evaluate the model (See Table 2 for evaluation results).

Survey of Two Professional Organizations

Two professional organizations (Golden Gate Word Processing Exchange and Administrative Management Society) were surveyed to obtain "Predicted Office Job Titles & Job Skills for Year 1990." The results of the survey were discussed by committee members. It was pointed out that, while the receptionist position appeared to be one of importance to industry, there was no place for students to go to get a certificate as a receptionist. Grace suggested that a survey should be done to determine how much shorthand is used on the job by office workers.

Election of Chairperson of the Committee

It was suggested that someone from business chair the committee next year. Barbara Young accepted the position of Co-chairperson of the committee for 1984-85. The meetings could be held at the site of the person chairing or at Skyline.

Election of a Secretary/Recorder for the Committee

It was proposed that a person on the committee act as Secretary/Recorder. Mary Parker was asked to perform this role and respectfully declined. This position remained open.

Approval of Goals for 1984-85

As soon as everyone gets a copy of the minutes, he/she has been asked to call the Business Division Office (Ext. 204) and let Mr. Hartzell know of his/her approval of the goals. After they are approved, they will be submitted as recommendations to the Business Division Director.

Meeting Date for Fall 1984

The next meeting date was set for Wednesday, November 14, 1984, at 2 p.m.

Others

Bernice Lawry gave a report on her survey regarding career planning. One thing that came out was that students needed to be able to make plans regarding careers. Grace asked Bernice to present another report in the fall regarding career focus.

Bernice included her comments regarding the Goal Task Sheet, stating that among immediate goals was the need for revision of the legal secretarial training course; the materials are outdated.

She also mentioned the importance of released time, in connection with training/retraining teachers. She stated that one cannot each, counsel, perform all of the related duties, and receive training in new areas at the same time.

Dr. Don MacIntyre, President, Skyline College, stated that he appreciated the guidance the committee was giving to the people in the Secretarial Department; he stated Skyline has a major job ahead in upgrading equipment. He had spent two days at the IBM Education Center looking at a PROS System. He pointed out we need whatever assistance business can provide. He stated looking at arrangement with IBM which would integrate all systems on campus. We are looking at the whole issue of integration of voice and data transmission. It is a massive undertaking, but we have great people. We could be very quickly at the cutting edge of what is happening with voice and data transmission. If our ideas sell, we are going to be in great shape.

There being no further comments, the meeting adjourned at 3:40 p.m.

Respectfully submitted,

Mary A. Parker
Mary Parker, Recorder

H. Grace Heringer
H. Grace Heringer, Chairperson

jp

Table 1

Summary of Goals
for
Secretarial Department

#1 - Immediate Goals

1. Use the TV studio to teach the techniques of interviewing.
2. Establish a source file of employers who are willing to have students visit their offices to get a firsthand look at the workflow and office procedures.
3. Refer to the minutes of the first meeting regarding course revisions, deletions, and additions to the curriculum.
4. Provide intensive training in grammar, spelling, and accurate typing in order to reverse the threat of a shift of office work to foreign markets.
5. Stress the need to relate skills to area of interest (i.e., medical, legal, etc.).
6. Provide instruction that includes career infusion.
7. Revise the legal secretarial course.
8. Revise the typewriting program by replacing the slide/tape instructional materials.
9. Review/revise course descriptions in the catalog.
10. Maintain/expand the advisory committee.
11. Survey the market to obtain details on what employers are seeking in the way of skills in specific job categories.
12. Provide an overview of word processing equipment for the medical transcription students.
13. Stress excellence in the "basics"--English and math skills, typing, filing, office procedures, office machines (adding, calculating, copying, word processing, etc.)
14. Provide internships in a variety of offices for students.
15. Provide career counseling and planning.
16. Upgrade all IBM Displaywriters to Textpack #4 software.

Table 1 continued

#2 - Long-Range Goals

1. To develop professionalism among secretarial students.
2. To develop career ladders for secretarial students.
3. To establish work study programs in the business sector to provide students with practical experience in an office.
4. To encourage and assist in setting up introductory tours, where students can go out into companies and spend several hours to better acquaint them with the opportunities available and help to better direct their goals.
5. To provide the training in grammar, typing, word processing, etc. that sets the student apart from other entry-level workers.
6. To provide instruction in skill recognition, especially those skills that are transferable.
7. To stress the need to be flexible in learning new skills in the rapidly-changing secretarial field.
8. To include the input of students when doing curriculum planning, especially the evening students.
9. To develop a closer relationship with counselors and the community.
10. To hire a full-time, tenure-track secretarial instructor.
11. To provide instructions that includes the theory of technological changes.
12. To formulate career ladders for all exiting students from Skyline College programs, be sure to include both terminal students who are job bound and the student who will continue his/her education.
13. To develop an exit testing program that can be validated against industry (entry level) standards.
14. To develop an English standard proficiency for students entering the secretarial program.
15. To conduct regularly scheduled follow-up studies of graduates to determine areas of weakness and/or strengths in secretarial curriculum.

Table 1 continued

#3 - Retraining Instructors to Teach Skills for the Automated (electronic) Office

1. Secure a temporary slot in in-house training programs at local companies for instructors.
2. Invite resource persons to speak at departmental meeting in the Secretarial Department.
3. Provide in-service training for instructors on Saturdays.
4. Provide instructors with updates regarding new equipment.
5. Incorporate the teaching of new skills in existing courses.
6. Provide instructors with release time to learn new skills.
7. Train instructors at company sites.
8. Provide instructors with "shadow" training in industry.
9. Provide release time for Skyline instructors to observe/examine four-year college business curricula.
10. Arrange to have vendors of automated office equipment train instructors while demonstrating their equipment at Skyline and/or at the vendor's site.
11. Offer incentive to instructors for retraining courses.
12. Provide hands-on experience in the business/professional community.

#4 - State-of-the-Art Equipment

1. Develop a demonstration site for training at Skyline.
2. Provide a word processing service bureau for the community and charge for the services.
3. Seek donations of equipment from companies.
4. Develop a cooperative work relationship with companies that might supply equipment for use at Skyline.
5. Apply for grant monies.
6. Expand video tape instructions and field trip activities.

Table 1 continued

7. Expand the placement activities.

8. Seek companies that will allow the training of students at their site.

9. Cultivate links with suppliers of office equipment. Students trained to use specific equipment are an asset to both employer and supplier.

10. Develop a program of exchange/on-loan equipment from a variety of suppliers.

#5 - Others

1. Add a course designed to teach student how to use the telephone. Don't ignore the training of receptionists.

2. "I would like to add a goal of "value." That is to say, that it might be the "ultimate" goal of the Advisory Committee to strive for an outstanding reputation in the Secretarial Department. When a learning institution attains the status of having a distinguished faculty, an excellent, progressive program, and there is good success ratio of its graduates in securing jobs, then the net effect is a valued reputation. How about changing the name of the department to office administration."

3. Conduct a job-market survey to determine if shorthand is needed in the automated office.

4. Determine if our skill standards are appropriate for industry.

5. Develop prerequisite testing for students entering the program.

6. Offer faculty consultations to local industries.

7. Review articulation agreements with selected four-year colleges.

8. Develop a cooperative relationship for the medical transcription students with the Science Division.

9. Expose students to business/professional etiquette.

Table 1 continued

10. Strive to develop a positive attitude toward all aspects of one's work/position. Every job has its less-appealing tasks. A positive and creative approach can turn what could be a demeaning task into a cheerful service.

11. Stress how to find the answers to those "I don't know" situations. Graduates should be thoroughly familiar with basic resources and preferably have their own resource materials.

Table 2

Implementation of Model Evaluation
N = 9 Advisory Committee Members
N = 13 Secretarial Instructors
N = 5 Administrators
Total N = 27

Rating Scale		No.	Percentage
Excellent	1	14	52%
	2	9	33%
Average	3	4	14%
	4	0	0%
Poor	5	0	0%
	6	0	0%

ADDITIONAL COMMENTS:

All the steps included in the model were excellent.

Your tables and figures are beautiful and valuable.

The implementation went well.

Excellent advisory committee meetings this year; we had good people with a lot of ideas.

I always worry about data collected from students--i.e., they don't always understand a question or how to answer. Sometimes the yeses should be nos. However, I am glad you included their input.

As instructors, we need release time to make the course revisions.

Excellent job, Grace! A lot of hard work on your part. You should get a raise.

Thanks for including the part-time instructors.

Your model is very logical.

Table 2 continued

I am very pleased you included and separated evening students. Your findings verified and quantified what I "felt" to be true--evening students have distinctly different needs and motivations when considering course content.

I think your implementation of the model was very successful.

The arrangement of the room during advisory committee meetings was not conducive for good eye contact.

The implementation of the model here at Skyline was helpful in getting all of us to think futuristically about the curriculum.

The model should have included a plan to conduct a follow-up study of all graduates.

I think your model is very adequate for revising the secretarial curriculum.

I am glad to be associated with a college that includes the future when considering curriculum changes.

You have used what we call a baseline of "what is going on in education today with a projection of what might happen in 1990." None of us can be sure, but we must have a target projection for ongoing training programs in office education.

I like your model, and I believe its use is in the right direction for a community college.

The model was well planned. Glad to see that you included the predictions of job titles and job skills.

I am looking forward to working with you to revised and/or develop the necessary courses for training future office workers. There is a lot of work to be done.

Excellent job, Grace.

APPENDIX L

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SHORTHAND

The secretary/office assistant should be able to take:

	Very Important	Important	Undecided	Not Important	Least Important
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (a symbol shorthand, e.g.,Gregg).					
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (an alphabetic shorthand).					
shorthand notes and transcribe them with 100 percent accuracy.					
minutes at meetings.					
short to average length letters and memos from one to several dictators.					
messages and notes in the office.					
Other, specify					

WORD/INFORMATION PROCESSING

The secretary/office assistant should have working knowledge of the following word/information processing skills:

transcribing machine-dictated documents at a minimum of 25 words per minute with 100 percent accuracy.					
transcribing at the electric typewriter					
transcribing at the electronic typewriter					
transcribing at the word processor					
transcribing at a computer terminal					
vocabulary used in the automated office					
procedures used in the automated office					
equipment used in the automated office					
reading and following directions from manuals--company, office systems, equipment, etc.					
display word processing systems					
nondisplay word processing systems					
document storage and retrieval					
management and supervisory skills for word/information processing centers					
Other, specify					

GENERAL OFFICE SKILLS

The secretary/office assistant should have at least an 80 percent proficiency in the following areas:

basic filing rules: alphabetic, numeric, geographic, & subject					
electronic filing					
micrographics					
storage and retention of hard (paper) copies					
storage and retention of magnetic media--tape, disc, diskette					
ten-key pad on computer terminals					
ten-key electronic calculating machines					
telephone					
incoming and outgoing mail					
reprographics					
financial reports (preparation and interpretation)					
making and keeping an appointment schedule--(manually)					
making and keeping an appointment schedule--(electronically)					
making travel arrangements					
basic mathematic skills					
getting along with others					
legal secretarial skills					
medical secretarial skills					
medical transcribing skills					
Other, specify					

g.heringer/84 Thank you very much for your time and your opinions.

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OPINIONNAIRE--PROFESSIONAL ORGANIZATION

JOB SKILLS FOR SECRETARIES/OFFICE ASSISTANTS

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job skills chosen from the courses offered by the Secretarial Department are listed below. These job skills are learned by students enrolled in the certificate and degree programs.

Please indicate whether you believe the job skills will continue to be needed in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job skills that are not included on the list but you feel will be required through 1990 on the spaces provided. The categories for stating your opinion are as follows: very important, important, undecided, not important, or least important.

	Very Important	Important	Undecided	Not Important	Least Important
TYPEWRITING/KEYBOARDING					
The secretary/office assistant should be able to type:					
65 or more words per minute for five minutes without errors.					
documents with 100 percent* accuracy.					
on an electric typewriter.					
on an electronic typewriter.					
on a microcomputer keyboard.					
on a mainframe and/or mini-computer terminal.					
on a word processor.					
business correspondence in proper format.					
statistical copy in proper format.					
business forms in proper format.					
tables or tabulated material in proper format.					
business reports and/or manuscripts in proper format.					
Other, specify					
LANGUAGE SKILLS					
The secretary/office assistant should be able to use the language skills listed below with 90 to 100 percent accuracy.					
spelling rules					
punctuation rules					
capitalization rules					
grammar rules					
homonyms, synonyms, and antonyms rules					
number usage rules					
hyphenating and dividing words rules					
letter and memo writing guidelines					
business report writing guidelines					
guidelines for oral presentations					
guidelines for effectively communicating with others					
Other, specify					

-over please-

*The word percent refers to a grading scale of 0-100 points, where 90-100 points equals A; 80-89 points equals B; 70-79 points equals C; 60-69 points equals D; and below 50 points equals failing.

APPENDIX M

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OPINIONNAIRE--PROFESSIONAL ORGANIZATION

JOB TITLES FOR SECRETARIES/OFFICE ASSISTANTS

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job titles chosen from the DICTIONARY OF OCCUPATIONAL TITLES and employment lists from local temporary-help agencies are listed below. Only those titles for which Skyline offers a certificate and/or a degree were chosen for this survey.

Please indicate whether you believe the job title(s) will continue to be used in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job title(s) that are not included on the list but you feel will be used through 1990 on the spaces provided. The categories for stating your opinion are as follows: strongly agree, agree, uncertain, disagree, or strongly disagree.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
SECRETARIES					
Administrative Secretary					
Correspondence Secretary					
Executive Secretary					
Legal Secretary					
Medical Secretary					
Office Manager					
Secretary, General Office Work					
Secretary, Administrative Assistant					
Senior Secretary					
Other, specify					
STENOGRAPHERS					
Supervisor, Steno Pool					
Shorthand Reporter					
Stenographer, Clerk					
Stenotype Operator, Court Reporter					
Other, specify					
TYPISTS AND TYPEWRITING MACHINE OPERATORS					
Supervisor, Transcribing Machine Operator					
Supervisor, Word Processing Center					
Typing Section Chief					
Clerk-Typist					
Magnetic-Tape-Typewriter Operator					
Magnetic-Tape-Composer Operator					
Data-Entry Typist/Operator					
Key Punch Operator					
Word Processing Machine Operator					
Photocomposition-Keyboard Operator					
Telegraphic-Typewriter Operator					
CRT Terminal Operator					
Transcribing Machine Operator					
Typist					
Other, specify					

-over please-

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
MAILING AND MISCELLANEOUS OFFICE MACHINE OPERATORS					
Accounting Clerk					
Addressing-Machine Operator					
Audit Clerk					
Billing Clerk					
Bookkeeper I					
Bookkeeper II					
Calculating Machine Operator					
Collator Operator					
Mail Clerk					
Payroll Clerk					
Photocopying-Machine Operator					
Proofreader					
Receptionist					
Telecommunication Specialist					
Other, specify					
_____					
_____					
_____					

Please provide a list of additional job titles below:

_____

_____

_____

_____

_____

_____

_____

_____

What is your present job title?_____

What is the name of your company/office?_____

Thank you very much for your time and your opinions.

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APPENDIX N

DINNER MEETING -- TUESDAY, MARCH 27, 1984
Gino's Restaurant
Seven Spring Street (Near the Bank of America Building)

No-Host Cocktails -- 5:15 to 6:00 p.m.
Vendor Demonstration
DEST Corporation

Dinner -- 6:00 to 7:00 p.m.
Choice #1 -- Filet of Sole (please circle on reservation form)
Choice #2 -- Veal Cannelloni (please circle on reservation form)
Included with Dinner will be Salad, Vegetable, Potato
Dessert and Coffee

$16.00 per Member
$18.00 per Guest or Visitor
ADVANCE RESERVATION PAYMENT IS REQUIRED

Program -- 7:00 p.m. to 8:15 p.m.

What to Expect in the Temporary Job Market

There will be a panel discussion between a representative from a Temporary Placement Agency, a Client who hires temporary employees and an individual —— temporary employment.

The Agency representative will explain what are some expectations looked for in a temporary employee, in order to place that individual effectively with a Client; the Client will explain what they expect from the Agency and the employee, the rates they expect to pay for certain job categories, why he/she will go to an Agency for any employee on a temporary basis; the temporary employee will explain what they expect from the Agency and the Client.

* *

During the announcement portion of this meeting, the Nominating Committee will accept nominations from the floor for the upcoming election, which will be held at the April 17th Dinner/Business Meeting. If you feel that you wish to become more visible within the Organization, you should submit your name to Gerri Sanders, at 788-6540, or any Board of Director Member.

Following the dinner in February, a poll was presented to you asking for your rating on the two restaurants selected by the Board of Directors. A concensus was reached to hold our monthly meetings at Gino's Restaurant.

RESERVATIONS — Tuesday, March 27, 1984

To facilitate record keeping, please enclose your check(s) to ensure a reservation for you and your guests. (Advance payment is required for guaranteed reservation(s). Receipts can be obtained at the door.

MEMBERS: Use the form on the reverse side to MAIL your reservation(s) for the March 27 Dinner Meeting. **WITHOUT EXCEPTION — NO PHONE RESERVATIONS WILL BE ACCEPTED.** Your guest(s) must submit their reservation(s) along with yours on the form as well, fill in ALL the applicable information. Reservation(s) must be RECEIVED no later than Thursday, March 22, 1984. Please xerox this form if additional space is needed.

GUESTS: Please make your reservations through a member of GGWPX and submit your reservation with theirs. **WITHOUT EXCEPTION — NO PHONE RESERVATIONS WILL BE ACCEPTED.** Reservation(s) must be RECEIVED by Thursday, March 22, 1984.

VISITORS: You may make your reservation(s) by calling Paul Brown at 445-3841 before 5:00 p.m. on Friday, March 23, 1984.

MAILING ADDRESS FOR RESERVATIONS:

Paul Brown -- GGWPX
Reservations -- Dinner Meeting
1101 Oak Street, #2
San Francisco, CA 94117

CANCELLATIONS: Cancellations must be made by 5:00 p.m., Friday, March 23, 1984 by calling Paul Brown at 445-3841. If you fail to cancel your reservation(s), and do not attend the Dinner Meeting, you will be BILLED.

There will be a $5.00 service charge assessed to checks that are returned by the payor's Bank.

SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

April 24, 1984

Dear Member:

SUBJECT: WE NEED YOUR PROFESSIONAL OPINION!

Here at Skyline College, we are interested in revising the secretarial curriculum to better train secretaries/office assistants for the automated office. We have heard about the "office of the future" for several years; consequently, we are evaluating the courses required of students who major in secretarial science with emphasis on word processing. It appears that a few of our courses should be revised to include the procedures and concepts used in the automated office. As a result of the shortage of well-trained secretaries/office assistants in the San Francisco Bay Area, we have decided to update the secretarial curriculum to include job skills for persons who will seek employment in local offices.

Enclosed you will find two opinionnaires; one seeks your professional opinion (your best guess) regarding present and future job titles that will be used in the office between 1985 and 1990. The second one seeks your opinions of the job skills that will be required of secretaries/office assistants who will work in the office between 1985 and 1990. The opinions you provide will be used by the instructors, the administrators, and the advisory committee to upgrade the secretarial curriculum. Your responses will also be analyzed by the computer and summarized for my doctoral dissertation.

I know you are busy, and I also know we have a tendency to put questionnaires aside. However, I am counting on you to complete both opinionnaires as soon as possible and return to me in the enclosed, self-addressed envelope. I have placed a postage stamp on the envelope for your convenience. Please complete the opinionnaires after reading this letter and return to me by June 4, 1984. By completing and returning the opinionnaires, you will contribute to the revision of the secretarial curriculum at Skyline College. Your opinions are important!

Thank you for your assistance.

Yours very truly,

H. Grace Heringer

H. Grace Heringer, Chairperson
Secretarial Department

HGH:wpc

Enclosures 3

OPINIONNAIRE--PROFESSIONAL ORGANIZATION

JOB TITLES FOR SECRETARIES/OFFICE ASSISTANTS

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job titles chosen from the DICTIONARY OF OCCUPATIONAL TITLES and employment lists from local temporary-help agencies are listed below. Only those titles for which Skyline offers a certificate and/or a degree were chosen for this survey.

Please indicate whether you believe the job title(s) will continue to be used in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job title(s) that are not included on the list but you feel will be used through 1990 on the spaces provided. The categories for stating your opinion are as follows: strongly agree, agree, uncertain, disagree, or strongly disagree.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
SECRETARIES					
Administrative Secretary					
Correspondence Secretary					
Executive Secretary					
Legal Secretary					
Medical Secretary					
Office Manager					
Secretary, General Office Work					
Secretary, Administrative Assistant					
Senior Secretary					
Other, specify					
STENOGRAPHERS					
Supervisor, Steno Pool					
Shorthand Reporter					
Stenographer, Clerk					
Stenotype Operator, Court Reporter					
Other, specify					
TYPISTS AND TYPEWRITING MACHINE OPERATORS					
Supervisor, Transcribing Machine Operator					
Supervisor, Word Processing Center					
Typing Section Chief					
Clerk-Typist					
Magnetic-Tape-Typewriter Operator					
Magnetic-Tape-Composer Operator					
Data-Entry Typist/Operator					
Key Punch Operator					
Word Processing Machine Operator					
Photocomposition-Keyboard Operator					
Telegraphic-Typewriter Operator					
CRT Terminal Operator					
Transcribing Machine Operator					
Typist					
Other, specify					

-over please-

OPINIONNAIRE--PROFESSIONAL ORGANIZATION Continued

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
MAILING AND MISCELLANEOUS OFFICE MACHINE OPERATORS					
Accounting Clerk					
Addressing-Machine Operator					
Audit Clerk					
Billing Clerk					
Bookkeeper I					
Bookkeeper II					
Calculating Machine Operator					
Collator Operator					
Mail Clerk					
Payroll Clerk					
Photocopying-Machine Operator					
Proofreader					
Receptionist					
Telecommunication Specialist					
Other, specify					
_____					
_____					
_____					

Please provide a list of additional job titles below:

_____

_____

_____

_____

_____

_____

_____

_____

What is your present job title?_____

What is the name of your company/office?_____

Thank you very much for your time and your opinions.

g.heringer/84

OPINIONNAIRE--PROFESSIONAL ORGANIZATION

JOB SKILLS FOR SECRETARIES/OFFICE ASSISTANTS

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job skills chosen from the courses offered by the Secretarial Department are listed below. These job skills are learned by students enrolled in the certificate and degree programs.

Please indicate whether you believe the job skills will continue to be needed in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job skills that are not included on the list but you feel will be required through 1990 on the spaces provided. The categories for stating your opinion are as follows: very important, important, undecided, not important, or least important.

	Very Important	Important	Undecided	Not Important	Least Important
TYPEWRITING/KEYBOARDING					
The secretary/office assistant should be able to type:					
65 or more words per minute for five minutes without errors.					
documents with 100 percent* accuracy.					
on an electric typewriter.					
on an electronic typewriter.					
on a microcomputer keyboard.					
on a mainframe and/or mini-computer terminal.					
on a word processor.					
business correspondence in proper format.					
statistical copy in proper format.					
business forms in proper format.					
tables or tabulated material in proper format.					
business reports and/or manuscripts in proper format.					
Other, specify					
LANGUAGE SKILLS					
The secretary/office assistant should be able to use the language skills listed below with 90 to 100 percent accuracy.					
spelling rules					
punctuation rules					
capitalization rules					
grammar rules					
homonyms, synonyms, and antonyms rules					
number usage rules					
hyphenating and dividing words rules					
letter and memo writing guidelines					
business report writing guidelines					
guidelines for oral presentations					
guidelines for effectively communicating with others					
Other, specify					

-over please-

*The word percent refers to a grading scale of 0-100 points, where 90-100 points equals A; 80-89 points equals B; 70-79 points equals C; 60-69 points equals D; and below 50 points equals failing.

SHORTHAND

The secretary/office assistant should be able to take:

	Very Important	Important	Undecided	Not Important	Least Important
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (a symbol shorthand, e.g.,Gregg).					
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (an alphabetic shorthand).					
shorthand notes and transcribe them with 100 percent accuracy.					
minutes at meetings.					
short to average length letters and memos from one to several dictators.					
messages and notes in the office.					
Other, specify					

WORD/INFORMATION PROCESSING

The secretary/office assistant should have working knowledge of the following word/information processing skills:

transcribing machine-dictated documents at a minimum of 25 words per minute with 100 percent accuracy.					
transcribing at the electric typewriter					
transcribing at the electronic typewriter					
transcribing at the word processor					
transcribing at a computer terminal					
vocabulary used in the automated office					
procedures used in the automated office					
equipment used in the automated office					
reading and following directions from manuals--company, office systems, equipment, etc.					
display word processing systems					
nondisplay word processing systems					
document storage and retrieval					
management and supervisory skills for word/information processing centers					
Other, specify					

GENERAL OFFICE SKILLS

The secretary/office assistant should have at least an 80 percent proficiency in the following areas:

basic filing rules: alphabetic, numeric, geographic, & subject					
electronic filing					
micrographics					
storage and retention of hard (paper) copies					
storage and retention of magnetic media--tape, disc, diskette					
ten-key pad on computer terminals					
ten-key electronic calculating machines					
telephone					
incoming and outgoing mail					
reprographics					
financial reports (preparation and interpretation)					
making and keeping an appointment schedule--(manually)					
making and keeping an appointment schedule--(electronically)					
making travel arrangements					
basic mathematic skills					
getting along with others					
legal secretarial skills					
medical secretarial skills					
medical transcribing skills					
Other, specify					

g.heringer/84 Thank you very much for your time and your opinions.

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GOLDEN GATE WORD PROCESSING XCHANGE
San Francisco, California

DINNER MEETING — TUESDAY, APRIL 17, 1984
Gino's Restaurant
Seven Spring Street (Near the Bank of America Building)

No-Host Cocktails — 5:15 to 6:00 p.m.
Vendor Demonstration
Computer Connection — Apple MacIntosh

Dinner — 6:00 to 7:00 p.m.
Choice #1 — Roast Chicken (please circle on reservation form)
Choice #2 — Salisbury Steak (please circle on reservation form)
Included with Dinner will be Salad, Vegetable, Potato
Dessert and Coffee

$16.00 per Member
$18.00 per Guest or Visitor
ADVANCE RESERVATION PAYMENT IS REQUIRED

Program — 7:00 p.m. to 8:00 p.m.

ELECTIONS — 1984-1985

* *

Disaster Plan — Do You Have One?
(What Happens When you Don't)

Donna Ahlstrand, Word Processing Analyst
Del Monte Corporation, San Francisco

On March 13, 1983, Donna completed her plan for Del Monte's in-house word processing training. Two days later, a fire in her office building at One Market Plaza closed 5 floors. Donna will talk about what happens when 600 people lose their offices for 10 months, how it feels to not be able to use the equipment, supplies, etc.

* *

During the March meeting, the Nominating Committee accepted nominations for election of (5) Officers, (5) Board of Directors, and (1) Vendor Representative.

✓ Just a Reminder — Please return your opinionnaire, received with the March bulletin, to Grace Heringer, Skyline College as soon as possible.

RESERVATIONS — Tuesday, April 17, 1984

To facilitate record keeping, please enclose your check(s) to ensure a reservation for you and your guests. (Advance payment is required for guaranteed reservations). Receipts can be obtained at the door.

MEMBERS: Use the form on the reverse side to MAIL your reservation(s) for the April 17 Dinner Meeting. **WITHOUT EXCEPTION — NO PHONE RESERVATIONS WILL BE ACCEPTED.** Your guest(s) must submit their reservation(s) along with yours on the form as well, fill in ALL the applicable information. Reservation(s) must be RECEIVED no later than Friday, April 13, 1984. Please xerox this form if additional space is needed.

GUESTS: Please make your reservations through a member of GGWPX and submit your reservation with theirs. **WITHOUT EXCEPTION — NO PHONE RESERVATIONS WILL BE ACCEPTED.** Reservation(s) must be RECEIVED by Friday, April 13, 1984.

VISITORS: You may make your reservation(s) by calling Paul Brown at 445-3841 before 5:00 p.m. on Friday, April 13, 1984.

MAILING ADDRESS FOR RESERVATIONS:

Paul Brown — GGWPX
Reservations — Dinner Meeting
1101 Oak Street, #2
San Francisco, CA 94117

CANCELLATIONS: Cancellations must be made by 5:00 p.m., Friday, April 13, 1984 by calling Paul Brown at 445-3841. If you fail to cancel your reservation(s), and do not attend the Dinner Meeting, you will be BILLED.

There will be a $5.00 service charge assessed to checks that are returned by the payor's Bank.

APPENDIX O

NATOMAS COMPANY

April 27, 1984

Ms. Grace Heringer
Skyline College
3300 College Drive
San Bruno, CA 94066

Dear Grace:

Enclosed is my own copy of the AMS mailing so that you can see what the package looked like. Please keep it or toss it as I have another copy for myself. We mailed 236 copies to members and I believe that Emma Lee of AMS mailed the remaining 14 copies to interested parties and prospective members.

Thank you for the very beautiful flowers. They were much admired and a source of real pleasure for me during the past week. The arrangement was, in short, spectacular.

I hope the survey is a successful one for you.

Sincerely,

Kathleen M. Smith
Telecommunications Supervisor

KMS/ds 18-84
Enclosure

601 California Street San Francisco California 94108 415-981-5700 Cable: Natomco Telex: 34387 NATOMAS SFO

ADMINISTRATIVE MANAGEMENT SOCIETY

SAN FRANCISCO CHAPTER

MAY 1984

LUNCHEON PROGRAM

TOPIC: "MANAGING YOUR MANAGER"

SPEAKER: JEF BLUM, Vice President and General Manager, CYGNET GROUP, San Bruno

CHAIRMAN: STEPHEN OURA, The NEW WEST Research Group

DATE: TUESDAY, May 8, 1984

TIME: 11:30AM - FELLOWSHIP
12:00PM - LUNCHEON SERVED (Sit Promptly)
1:30PM - ADJOURNMENT

PLACE: SHERATON PALACE HOTEL
(Market and New Montgomery)

RALSTON ROOM (Off Market Street Entrance)

PRICE: $13.00 - COMPLETE LUNCHEON
(Includes tip and tax)

JEF BLUM is a professional speaker and advisor to management, consultant and business philospher, presenting many seminars before going to CYGNET. Two seminar topics were "HUMAN SOFTWARE" and "INTUITION OR INFLUENCE".

CYGNET runs eating disorder clinics. Jef has a woman boss and twelve women work for him.

He has a B.S. in Management Science from the University of Cincinnati and has done graduate work in Psychology at Rochester Institute of Technology. He is a member of many associations.

Points he will discuss are:

- Can You Get Your Managers To Do Their Job?
- Are You Happy With Your Managers?
- Can You Prevent Your Judgements From Affecting Your Decisions?
- Recognize Communication Breakdowns Before They Occur.
- Do You Think You Can Do Something To Make Your Job More Pleasurable?
- How To Manage Yourself So You Can Produce The Results You Want.

Come and hear this excellent program. Invite others to attend.

PLEASE RETURN THE ENCLOSED RESERVATION CARD PROMPTLY.

WE ALWAYS WELCOME VISITORS.

Call Sue Bell (991-5820) if any change in your reservation. The hotel needs our guarantee Friday, May 4th.

CALENDAR OF EVENTS - FUTURE MEETINGS

MAY 16 Wednesday 8:30 to 9:30AM	ORIENTATION MEETING for new members. PG&E, third floor to left of Cafeteria. Chairman Kathleen Meeker is sending invitations. Bruce Berg, C.A.M. presents "THE AMS STORY" in slides. Coffee and pastries served.
MAY 22 Tuesday 11:00AAM to 2:00PM	PLANNING MEETING and Board Meeting. Low, Ball & Lynch, 601 California at Kearney. All Officers, current and incoming should attend for 1984 - 1985 planning.
MAY 29 - JUNE 1 Tuesday through Friday noon	AMS' 65th International Conference, Hotel Marriott, New Orleans. Conference theme is "MEGATRENDS FOR MANAGERS". Area 14 International Director Jack Calloway, C.A.M. gets weekly reports on members who plan to be there. A post-conference meeting will be held in Jamaica. Jack (362-7600) can give you details or check MAAGEMENT WORLD magazines - January issues, on. Help the San Francisco Chapter be represented.
JUNE 9 Saturday	C.A.M. Examinations. Diane Uthe's office, Chickering & Gregory, 3 Embaracadero Center.
JUNE 12 Tuesday 11:30AM to 1:30PM	LUNCHEON PROGRAM, Sheraton Palace Hotel. A Chairman will present James Carey, Carey Associates, Burlingame, on "Salary Administration". A repeat for Mr. Carey at San Francisco AMS.
JULY	Effective with July, Board Meetings will be held on the third Wednesday each month at PG&E, third floor, 77 Beale Street.

RAFFLE - RAFFLE - RAFFLE

Have you noticed that tall, dark and distinguished gentleman at the door of our monthly luncheons -- Larry Ratto -- with his "free lunch" raffle sign?

The Board of Directors decided just two months ago to offer a "free lunch" to the raffle winner in order to raise some additional funds for the San Francisco Chapter. The Board has re-evaluated its decision because many companies pay their employee's lunches. So there will now be a "door prize" raffled at each luncheon.

Continued Page 2

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Would you like your company to donate a prize? We will sing their praises in the NEWSGRAM when announcing the luncheon and introduce you at the meeting. Call Larry Ratto, PG&E (781-4211, Ext. 3656) to donate a prize.

Gene Simonetti, C.A.M. donates the May prize.

WE WELCOME MORE NEW MEMBERS

- PATRICIA M. CADE
  Office Services Administrator, Landor Associates, Pier 5, Ferryboat Klamath, 94111 (955-1217) where there are 150 employees in this Interior Design firm. "Patti" and her husband, Curtis, live in the Mission District and Curtis has a son. Patti will take a three-month maternity leave in July. Hobbies are reading, cooking and a couple of cats. She takes over membership of Sharon Hoverson.

  Diane Alper is her sponsor.

- HAZEL HOM
  Customer Service Manager, LEX Systems, Inc., 1100 Broadway, Suite "600, Oakland, 94607 (763-0863) where there are 15 employees. Hazel has an apartment out in the San Francisco Avenues. Hobbies are reading, flower arranging and jogging. She used to work with Leo Grandi, C.A.M. in San Francisco when he was with LEX.

  Emma Lee is her sponsor.

- BARBARA LOEBEL
  Account Executive, Madsen Personnel Services, 201 Sansome, 94104 (433-1018) where there are 14 employees. Barbara lives in Oakland and has one daughter. Hobbies are literature, foreign languages, films, travel and aerobics.

  Phyllis Diedrick is her sponsor.

- LAWRENCE MATLOCK
  National Accounts Manager, Arrow Van & Storage, 1354 - 39th Avenue, 94122 (753-0936) where there are 3 employees in San Francisco. Arrow also has offices in Concord and San Jose. Lawrence lives in Pacific Heights and hobbies are skiing and tennis. He takes over membership of Edward Grieve, who joined recently.

  Lee Nold is his sponsor.

Certificates of Membership will be presented at the May luncheon plus permanent badges to wear. Watch for those blue shields on badges of new members. Greet them and make them welcome.

ROSTER CORRECTIONS:

Page 14 - Rotraut Dauber's company moved to 101 California Street, San Francisco, 94111 5875. Same phone number.

Page 16 - Delete Raul de Souza, C.A.M.

Page 25 - Delete Robert Marshall.

Page 28 - Delete Walter Moy.

Page 28 - Susan Murrell's company moved to Three Embarcadero Center, 94111 (954-4228).

Page 29 - Delete John O'Hara and Jean Palmer.

Page 30 - Delete Thelma Patterson.

Page 34 - Delete Sondra Smith.

Page 37 - Delete Debra Yogensen.

DID YOU KNOW ?

BEST WISHES for a fast recovery to Pat Climenson. She had surgery at Marin General early April but is now home and gaining strength every day. Pat should be back in May.

John Ackerman flies to Europe for a few weeks vacation in May. Will rent a car and drive through a number of the countries.

Diane Alper, representing AMS' Speaker's Bureau went to George Washington High School March 9th speaking to two classes in "Careers". On March 21 she spoke to a Career Education Class at San Francisco General Hospital's Teenage Pregnancy and Parenting Project; on March 29th at Mission High at a meeting of Students for Career Awareness and on April 11th, at Galileo High during their "Career Day".

MANAGEMENT WEEK IN AMERICA

President Ronald Reagan has proclaimed June 3 to June 9 as "Management Week in America". AMS is one of the fourteen national organizations co-sponsoring Management Week, which acknowledges the essential role of the management profession in ensuring the strength of economy. AMS leaders are urged to support this observance of Management Week within their Chapters, companies and committees.

FORUM FOR BUSINESS/PROFESSIONAL DEVELOPMENT

A number of members have suggested that our Chapter should sponsor more activities that are directly related to business and professional pursuits of its members.

Would you be interested in meeting weekly or bi-weekly to establish a forum or system for actively sharing information on an on-going basis that would help further the business or professional development of interested members?

If you have any experience of expertise in setting up or maintaining such a system, or would like to become involved in these efforts, contact new board director, Steve Oura ([415] 856-3500) for further information.

SECOND ANNUAL EVENING WITH AMS

Diane Alper again arranged a delightful evening at the Engineers Club, April 4th. Speaker Bert Decker was excellent - one of our best. We all benefited from his talk on "Tapping Hidden Persuasions" on "Recognizing Personal Potential".

Awards were presented by Henry Schulz, past International Director of Area 14 to:

		Points Earned
• Gene Simonetti, C.A.M.	- Merit Award	100
• Jack Calloway, C.A.M.	- Diamond Merit	200
• Terry O'Neill, C.A.M.	- 300 Club	300
• Emma Lee	- Ambassador	400

1984-85 Officers were installed by Jack Calloway, C.A.M., our Area 14 International Director:

• Diane Alper	President
• Mont Ford	Vice President, Adm. Services
• Nancy Williams	Vice President, Chapter Services
• Lee Nold	Vice President, Membership
• Peggy Treadwell	Vice President, Programs
• Ilene Matteson	Secretary
• Jay Walsh	Treasurer

Directors - Two Years:

• Kathleen Meeker • Stephen Oura • Walter Traub

Directors - Continuing Terms - Second Year:

• Dorothy Kass • Walt Winsborrow

Past Presidents were honored and introduced by Emma Lee, Past International Director:

• Gene Simonetti, C.A.M.	Served 1981 - 1983
• Frank Loui	1980 - 1981
• Jack Callowy, C.A.M.	1979 - 1980
• Georgia Taylor	1978 - 1979
• Terry O'Neill, C.A.M.	1975 - 1976
• Conley Baker	1972 - 1973
• Henry Schulz	1967 - 1968
• Emma Lee	1949 - 1950

Bruce Berg, C.A.M. Past President of Seattle and Lorin Parmalee, Past President of Detroit were also present. Both are now San Francisco members.

A special thanks to Chairman Peggy Treadwell and her secretary, Terry. They did tremendous work in having badges, drink and dinner tickets in envelopes as everyone arrived. Sue Bell, Ann Lipton, Lee Nold and Walt Winsborrow assisted at the door.

And thanks to Jonathon Alper for printing invitations and dinner tickets -- and Bruce Berg, photographer.

Other Past Presidents unable to attend:

- Ron Rhodes was out of the Bay Area.
- Wayne Guyman and LaRue were on their way to Utah for graduation of their son and daughter-in-law from Brigham Young University.
- Don Wever had two managers away from work.
- Warren Eggert was vacationing in Palm Springs.
- Bob Harrison now lives in Southern California.
- Jim Minehan lives in Boise, Idaho.
- Clyde Jackson could not attend this year.

We did not hear from all of the others but hope they can join us next year.

SKYLINE COLLEGE ASKS OUR HELP

Education Chairman Cheryl Clahr says:

San Francisco Chapter has been asked by Skline College in San Bruno, to participate in a survey which would greatly assist them in revising their current secretarial curriculum to more closely match the skills required in automated offices.

As business leaders, AMS is obliged to offer any feedback which would lead to the better training of our future secretaries and office assistants. We ask that you not let this opportunity slip by.

It would be much appreciated if you would complete the enclosed questionnaire as soon as possible -- then return it in the enclosed envelope to Skyline. It can be a rewarding result for Skyline and possibly some future office employees.

METHOD EXCHANGE INDEX

If you have not returned the two-page index from last month's NEWSGRAM, please return it as soon as possible to Ann Lipton, Utah International Inc., 550 California Street, San Francisco, California 94104. If you are willing to exchange information with other members about topics in which you have experience, it can make the new Roster more valuable.

• • • • • • • • • • •

THE ART OF LISTENING

By Zane K. Quible
Oklahoma State University
Stillwater, Oklahoma
Member, AMS Tulsa Chapter

One of the most important communication skills we use is listening. Yet, rarely do we assess the effectiveness of our listening skills. And most of us spend even less time trying to improve our listening habits.

The typical manager spends more time each day listening to others than speaking, reading, or writing. It is ironic, then, that virtually every manager at some time during his or her formal training has had instruction in the development of better speaking, reading, and writing skills, but not listening.

For listening to be effective, we have to be able to attach meaning to the words that comprise a message. We have to take the time to listen to the message, something the busy manager often does not do. And we must have the capacity to absorb the amount of information being provided.

There are a number of constraints to good listening. Included among these are distracting noise, unsatisfactory communication channels (for example, using the telephone when a face-to-face conversation would have been more effective), and the environment in which the conversation is taking place.

The listening process is also affected by the relationship of the people involved. A cordial relationship will result in much better listening than a strained relationship. In some instances, the nature of the relationship between two individuals will cause one to worry about what he or she is going to say next, virtually destroying his or her listening capacity. And the relationship between two individuals can cause one to filter out the negative elements of the message he or she hears, which also diminishes listening effectiveness.

The following is a list of suggestions to help you improve the effectiveness of your listening skills.

► Clear your mind of other thoughts to concentrate on what the sender is saying and give the person your undivided attention.

► Listen objectively to avoid biases, prejudices, and preconceptions.

► Avoid "listening between the lines" in oral communication in the same way that you avoid "reading between the lines" in a written message.

► Seek clarification of the content of a message you do not understand.

► Maintain consistency between your listening speed and the sender's speaking rate.

► Accept senders for whom they are and not for how they express themselves or how they appear.

► Listen as intently to those whose views do not coincide with yours as you do to those whose views you share.

► Avoid "tuning out" senders whose conversations may not be interesting to you because the content of the message is dull, irrelevant, or hard to understand.

► Differentiate between the important and the unimportant elements of a message.

Adhering to these tips will help you perform your job and interact with others, as listening is the most vital aspect of managerial communication. ★

The above article is another in a monthly series of articles submitted for chapter newsletters by the International Education Committee, chaired by John J. Martin of Totem Ocean Trailer Express, Inc., Seattle, Washington.

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SKYLINE COLLEGE □ 3300 COLLEGE DRIVE □ SAN BRUNO, CALIFORNIA 94066 □ PHONE 415 355-7000

April 24, 1984

Dear Member:

SUBJECT: WE NEED YOUR PROFESSIONAL OPINION!

Here at Skyline College, we are interested in revising the secretarial curriculum to better train secretaries/office assistants for the automated office. We have heard about the "office of the future" for several years; consequently, we are evaluating the courses required of students who major in secretarial science with emphasis on word processing. It appears that a few of our courses should be revised to include the procedures and concepts used in the automated office. As a result of the shortage of well-trained secretaries/office assistants in the San Francisco Bay Area, we have decided to update the secretarial curriculum to include job skills for persons who will seek employment in local offices.

Enclosed you will find two opinionnaires; one seeks your professional opinion (your best guess) regarding present and future job titles that will be used in the office between 1985 and 1990. The second one seeks your opinions of the job skills that will be required of secretaries/office assistants who will work in the office between 1985 and 1990. The opinions you provide will be used by the instructors, the administrators, and the advisory committee to upgrade the secretarial curriculum. Your responses will also be analyzed by the computer and summarized for my doctoral dissertation.

I know you are busy, and I also know we have a tendency to put questionnaires aside. However, I am counting on you to complete both opinionnaires as soon as possible and return to me in the enclosed, self-addressed envelope. I have placed a postage stamp on the envelope for your convenience. Please complete the opinionnaires after reading this letter and return to me by June 4, 1984. By completing and returning the opinionnaires, you will contribute to the revision of the secretarial curriculum at Skyline College. Your opinions are important!

Thank you for your assistance.

Yours very truly,

H. Grace Heringer

H. Grace Heringer, Chairperson
Secretarial Department

HGH:wpc

Enclosures 3

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job titles chosen from the DICTIONARY OF OCCUPATIONAL TITLES and employment lists from local temporary-help agencies are listed below. Only those titles for which Skyline offers a certificate and/or a degree were chosen for this survey.

Please indicate whether you believe the job title(s) will continue to be used in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job title(s) that are not included on the list but you feel will be used through 1990 on the spaces provided. The categories for stating your opinion are as follows: strongly agree, agree, uncertain, disagree, or strongly disagree.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
SECRETARIES					
Administrative Secretary					
Correspondence Secretary					
Executive Secretary					
Legal Secretary					
Medical Secretary					
Office Manager					
Secretary, General Office Work					
Secretary, Administrative Assistant					
Senior Secretary					
Other, specify					
STENOGRAPHERS					
Supervisor, Steno Pool					
Shorthand Reporter					
Stenographer, Clerk					
Stenotype Operator, Court Reporter					
Other, specify					
TYPISTS AND TYPEWRITING MACHINE OPERATORS					
Supervisor, Transcribing Machine Operator					
Supervisor, Word Processing Center					
Typing Section Chief					
Clerk-Typist					
Magnetic-Tape-Typewriter Operator					
Magnetic-Tape-Composer Operator					
Data-Entry Typist/Operator					
Key Punch Operator					
Word Processing Machine Operator					
Photocomposition-Keyboard Operator					
Telegraphic-Typewriter Operator					
CRT Terminal Operator					
Transcribing Machine Operator					
Typist					
Other, specify					

-over please-

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OPINIONNAIRE--PROFESSIONAL ORGANIZATION Continued

MAILING AND MISCELLANEOUS OFFICE MACHINE OPERATORS	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Accounting Clerk					
Addressing-Machine Operator					
Audit Clerk					
Billing Clerk					
Bookkeeper I					
Bookkeeper II					
Calculating Machine Operator					
Collator Operator					
Mail Clerk					
Payroll Clerk					
Photocopying-Machine Operator					
Proofreader					
Receptionist					
Telecommunication Specialist					
Other, specify					
_____					
_____					
_____					

Please provide a list of additional job titles below:

_____

_____

_____

_____

_____

_____

_____

_____

What is your present job title?_____

What is the name of your company/office?_____

Thank you very much for your time and your opinions.

g.heringer/84

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OPINIONNAIRE--PROFESSIONAL ORGANIZATION

JOB SKILLS FOR SECRETARIES/OFFICE ASSISTANTS

PURPOSE: Your professional opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to revise the certificate and degree programs for training secretaries/office assistants through the year 1990.

DIRECTIONS: A list of job skills chosen from the courses offered by the Secretarial Department are listed below. These job skills are learned by students enrolled in the certificate and degree programs.

Please indicate whether you believe the job skills will continue to be needed in the automated office through the year 1990 by placing a check mark in the column on the right that best states your opinion. Please also list job skills that are not included on the list but you feel will be required through 1990 on the spaces provided. The categories for stating your opinion are as follows: very important, important, undecided, not important, or least important.

	Very Important	Important	Undecided	Not Important	Least Important
TYPEWRITING/KEYBOARDING					
The secretary/office assistant should be able to type:					
65 or more words per minute for five minutes without errors.					
documents with 100 percent* accuracy.					
on an electric typewriter.					
on an electronic typewriter.					
on a microcomputer keyboard.					
on a mainframe and/or mini-computer terminal.					
on a word processor.					
business correspondence in proper format.					
statistical copy in proper format.					
business forms in proper format.					
tables or tabulated material in proper format.					
business reports and/or manuscripts in proper format.					
Other, specify					
LANGUAGE SKILLS					
The secretary/office assistant should be able to use the language skills listed below with 90 to 100 percent accuracy.					
spelling rules					
punctuation rules					
capitalization rules					
grammar rules					
homonyms, synonyms, and antonyms rules					
number usage rules					
hyphenating and dividing words rules					
letter and memo writing guidelines					
business report writing guidelines					
guidelines for oral presentations					
guidelines for effectively communicating with others					
Other, specify					

-over please-

*The word percent refers to a grading scale of 0-100 points, where 90-100 points equals A; 80-89 points equals B; 70-79 points equals C; 60-69 points equals D; and below 50 points equals failing.

SHORTHAND

The secretary/office assistant should be able to take:

	Very Important	Important	Undecided	Not Important	Least Important
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (a symbol shorthand, e.g.,Gregg).					
dictation at a minimum of 80 words per minute for three minutes with 95 percent accuracy (an alphabetic shorthand).					
shorthand notes and transcribe them with 100 percent accuracy.					
minutes at meetings.					
short to average length letters and memos from one to several dictators.					
messages and notes in the office.					
Other, specify					

WORD/INFORMATION PROCESSING

The secretary/office assistant should have working knowledge of the following word/information processing skills:

transcribing machine-dictated documents at a minimum of 25 words per minute with 100 percent accuracy.					
transcribing at the electric typewriter					
transcribing at the electronic typewriter					
transcribing at the word processor					
transcribing at a computer terminal					
vocabulary used in the automated office					
procedures used in the automated office					
equipment used in the automated office					
reading and following directions from manuals--company, office systems, equipment, etc.					
display word processing systems					
nondisplay word processing systems					
document storage and retrieval					
management and supervisory skills for word/information processing centers					
Other, specify					

GENERAL OFFICE SKILLS

The secretary/office assistant should have at least an 80 percent proficiency in the following areas:

basic filing rules: alphabetic, numeric, geographic, & subject					
electronic filing					
micrographics					
storage and retention of hard (paper) copies					
storage and retention of magnetic media--tape, disc, diskette					
ten-key pad on computer terminals					
ten-key electronic calculating machines					
telephone					
incoming and outgoing mail					
reprographics					
financial reports (preparation and interpretation)					
making and keeping an appointment schedule--(manually)					
making and keeping an appointment schedule--(electronically)					
making travel arrangements					
basic mathematic skills					
getting along with others					
legal secretarial skills					
medical secretarial skills					
medical transcribing skills					
Other, specify					

g.heringer/84 Thank you very much for your time and your opinions.

APPENDIX P

OPINIONNAIRE--STUDENT COURSE EVALUATION

PURPOSE: Your opinion is needed! Your opinions will be used by the instructors in the Secretarial Department, Skyline College, to determine if the skills learned in the courses are valuable to you as you prepare for a career in an office.

DIRECTIONS: Listed below are the courses required for a certificate and/or degree in the Secretarial Department. Please indicate whether you believe the courses should continue to be offered and whether or not the courses were of value to you by placing a check mark in the two columns on the right. Please also list courses that are not included on the list but you feel would be of value to you on the spaces provided.

	SHOULD BE OFFERED						VALUE TO YOU					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disgree	No Response	Very Valuable	Valuable	Undecided	Not Valuable	Least Valuable	Did Not Take
TYPEWRITING/KEYBOARDING												
Sec. 100 - Beginning Typing												
Sec. 101 - Basic Typing and Language Skills												
Sec. 102 - Keyboarding for Computers												
Sec. 110 - Typing (Intermediate)												
Sec. 110 - Typing (Advanced)												
Sec. 145 - Typing Skill Building												
Other, Specify												
SHORTHAND												
Sec. 200 - Beginning Gregg Shorthand												
Sec. 205 - Alphabetic Shorthand												
Sec. 210 - Shorthand and Transcription												
Sec. 240 - Refresher Shorthand												
Sec. 242 - Shorthand Dictation & Trans.												
Sec. 260 - Beginning Machine Shorthand												
Sec. 270 - Intermediate Machine Shorthand												
Other, specify												
WORD PROCESSING												
Sec. 300 - WP: Machine Transcription												
Sec. 305 - Word Processing Keyboards												
Sec. 315 - Word Processing Concepts												
Sec. 318 - Word Processing Internship												
Other, specify												
COPY PROCESSING												
Sec. 320 - Copy Processing												
LANGUAGE SKILLS												
Sec. 400 - Business English												
Sec. 401 - Business Communications												
Other, specify												

-over please-

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OPINIONNAIRE--STUDENT COURSE EVALUATION Continued

	SHOULD BE OFFERED							VALUE TO YOU						
	Strongly Agree	Agree	Uncertain	Strongly Disagree	Disagree	No Response		Very Valuable	Valuable	Undecided	Not Valuable	Least Valuable	Did not Take
OTHER COURSES														
Sec. 410 - Administrative Office Procedures														
Sec. 412 - Filing and Records Management														
Sec. 448 - Legal Secretarial Training														
Sec. 484 - Medical Terminology														
Sec. 488 - Medical Transcriber Internship														
Sec. 489 - Medical Transcription														
Other, specify														
_____														
_____														
_____														

Please answer the following questions.

Do you work? ___Yes ___No If you answered yes, please complete the questions below.

If so, which course(s) were most valuable to you for your present job?

_____

_____

_____

Which course(s) were of least value to you for your present job?

_____

_____

_____

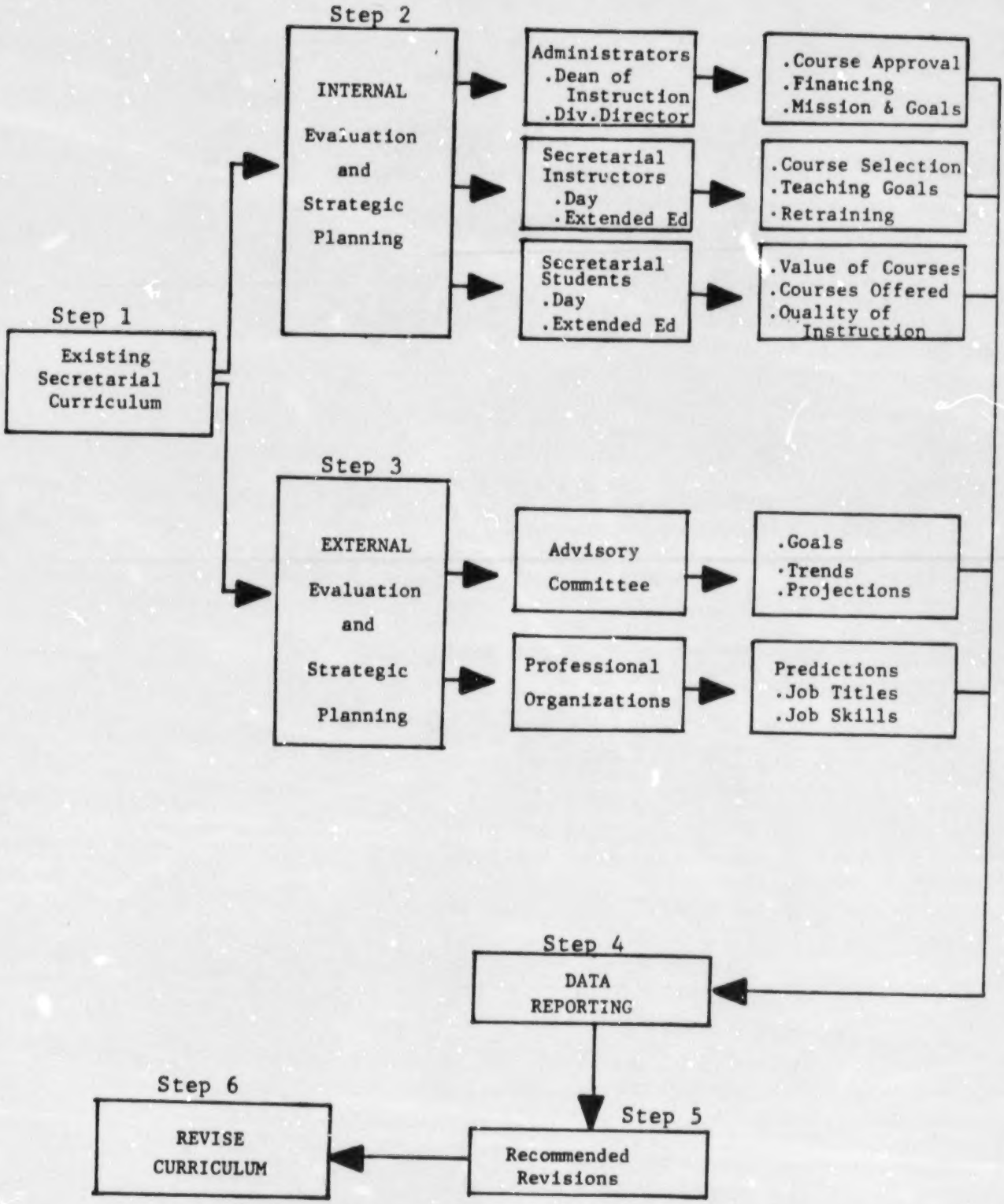
Using the scale below, please rate the quality of instruction in the Secretarial Department. Please circle only one number.

Very Good	Good	Undecided	Poor	Very Poor
1	2	3	4	5

g.beringer/84

APPENDIX Q

Model for Curriculum Revision



APPENDIX R

Implementation of Model Evaluation

DIRECTIONS: Please rate the implementation of the model to revise the secretarial curriculum by placing a circle on the number that best indicates your opinion. Thank you.

Excellent . . . . . .Average. . . . . .Poor

1 2 3 4 5 6

Additional Comments, please specify

APPENDIX S

Table 24

Additional Comments - Job Titles
Golden Gate Word Processing Exchange

SECRETARIES

Secretarial positions are becoming more and more administrative-entry level to middle management, and the salaries are going up!

In the self-maintained office, office managers per se will be obsolete by 1990.

STENOGRAPHERS

The stenographer is a dying breed!

Court activities at the time of a trial will not yet be using automated equipment.

I believe in using machine dictation and transcription.

TYPIST AND TYPEWRITING MACHINE OPERATORS

No one operates the CRT terminal except when they know how to operate the system.

MAILING AND MISCELLANEOUS OFFICE MACHINES OPERATORS

So much depends on the size of the company and the degree of automation when considering job titles in this category.

I do not know about all the areas listed in this category.

Most jobs will probably fall into these major areas:

a. Inputting: data, words, typesetting, messages, etc.
b. Printing and Transmitting: copies, messages, telecommunications, etc.
c. Maintaining: equipment, information storage and security.
d. Training: How to use new equipment and programs.
e. Scheduling: conferences, computer time, video conferencing, etc.

We eliminated most of the jobs in this category.

I supervise four systems analysts engaged in support of "end user computing," plus seven administrative support personnel, which includes responsibility for office automation.

My opinions are pretty much completely based on my experience in a law office.

Table 24 (Continued)

Additional Comments - Job Titles
Golden Gate Word Processing Exchange

I feel that most professionals will have their own terminals and do their own data and correspondence in the near future. Word processing skills will be used for heavy production and revisions.

If secretaries are ever going to be given the salaries and status they deserve, a change will have to be made in the attitude of our universities, who at this point, refuse to recognize credits earned for completion of secretarial courses towards a higher degree.

As a former community college instructor (Chabot College, Hayward, California), I am very interested in the results of this study.

Good Luck!

Table 25

Additional Comments - Job Titles
Administrative Management Society

SECRETARIES
The general trend is away from labeling jobs secretarial to naming them administrative--such as administrative assistant, coordinator, specialist, etc.

I do not believe secretary and office manager are synonymous.

Titles are unimportant compared to "are persons being paid for their skill and competence level?"

STENOGRAPHERS
None

TYPISTS AND TYPEWRITING MACHINE OPERATORS
Typists will all soon become data-entry operators.

I believe the term operator will not be used.

MAILING AND MISCELLANEOUS OFFICE MACHINE OPERATORS
All the jobs listed under mailing and miscellaneous office machine operators will still exist, but the jobs will require knowledge of computer systems which will become an integral part of the accounting function; in fact, probably most are today.

There will be positions for coordinators of support functions.

We would be very interested in the outcome of your survey if anything can be made available.

"Dear Grace:
I enjoyed completing your opinionnaire. The questions asked stimulated me into giving you these further comments:

Every year that goes by computers will be playing a greater part in the daily work of secretaries, transcribers, mail clerks, and executives; therefore, some courses should be developed that teach students the necessary skills to cope with this upcoming change.

Table 25 (Continued)

Additional Comments - Job Titles
Administrative Management Society

In my experience as a former administrator of a law firm, I found that only by having students learn the rudiments can they later absorb the more progressive skills; however, if they had the opportunity, they should be exposed to both while still in school.

Good luck on your project.
/s/ Leo E. Grandi, C.A.M."

Table 26

Additional Comments - Job Skills
Golden Gate Word Processing Exchange

TYPEWRITING/KEYBOARDING

The secretary/office assistant should have the will to learn electronic and computerized equipment.

Being able to type without errors is not so important for persons who operator word processing equipment.

Business correspondence formats varies so among companies.

I feel secretaries/office assistant will use spread sheets for statistical formats.

I won't interview someone unless they typed at least 90 words per minutes.

Accuracy of a document is responsibility of the author.

LANGUAGE SKILLS

Even with all our automation, language skills are still very necessary.

SHORTHAND

I think electronic dictation and electronic mail will soon eliminate manual shorthand except in very personalized instances.

Shorthand is almost obsolete in today's office.

Is shorthand really used in the office the frequently?

Many companies are getting away from shorthand requirements; machine dictation is used instead.

We have concluded that having shorthand skills is a plus when entering the job market in an administrative secretary capacity. (Written by an employment representative, temporary placement agency.)

Dictation/transcription machines are used instead of shorthand.

The recording of minutes of meetings require a different set of skills than straight dictation since you essentially summarize the activity rather than record it word for word; this skill is important for the automated office.

Table 26 (Continued)

Additional Comments - Job Skills
Golden Gate Word Processing Exchange

Shorthand skill is diminishing in popularity but transcription skills must remain at the top of the list.

Transcription skills are important when used with machine dictation.

WORD/INFORMATION PROCESSING
Word processing concepts and transcription skills on any type equipment should be the main consideration.

Should learn to write a procedures manual as well as read one.

This person should know the concept behind word processing, but it is not necessary to know how to operate the equipment unless he/she is required to know how to use a specific piece of equipment.

We are receiving more calls for secretarial word processing people than just word processing people. The more versatile you are the better chances you will have. (Written by an employment representative, a temporary placement agency.)

An employee should have the ability to write procedures.

Probably by the year 2000, word processing will be obsolete--replaced by information processing at a computer terminal.

In many instances, centers are being split up into remote or satellite stations. Although in our law office the center is a necessary pool of skilled word processing specialist available at any hour.

Skills are need for data input for computer systems, mainframes, and/or personal computers.

GENERAL OFFICE SKILLS
Legal and medical skills are very specialized areas.

Adaptability, versatility, and willingness to try new things are very important in our rapidly changing times.

It all depends on the secretary/office assistant' job role.

Legal and medical skills are only required if that is the person's primary function; skills are always important for performance.

Table 26 (Continued)

Additional Comments - Job Skills
Golden Gate Word Processing Exchange

Legal and medical skills apply in individual occupational situations and not the office in general.
Legal and medical are only important if you work in those highly defined areas.

Table 27

Additional Comments - Job Skills
Administrative Management Society

TYPEWRITING/KEYBOARDING

Ideally, the secretary should have a working familiarity with the electric typewriter, the electronic typewriter, the microcomputer, minicomputer, and mainframe computer keyboards, and the word processor.

In 1990, I think we will find machines that executives will be able to call and dictate to that will make many of the skills for secretaries obsolete.

Different size offices, i.e., large/small corporations, sole owner, etc. will dictate the degree of specialization in the office; hence, dictate duties and job skills in demand.

LANGUAGE SKILLS

Automated machines will correct errors but will not edit documents.

Word processors and computers can be programmed to pick up grammatical and spelling errors; however, the secretary/ office assistant still needs to be able to recognize and understand language skills.

Language skills is essential; not enough young people are being trained in high school to use these skills.

SHORTHAND

Eighty words per minutes in shorthand is more applicable to "fast notes" not for a shorthand secretary; a shorthand secretary usually requires higher speeds (100 to 120 wpm).

The secretary/office assistant should be able to transcribe from dictation equipment; I think this will be the major mode of dictation for most management personnel.

Shorthand will be a "dead skill" in the office of the future.

Replace shorthand with tape dictation. Shorthand is a skill of the past. Waste of time to take dictation manually with use of dictating equipment available. Too often seen as "ego"--must have secretary perform "typical" functions.

Shorthand will become a tool for the secretary/office assistant as used for messages and notes more than taking letters and minutes.

Table 27 (Continued)

Additional Comments - Job Skills
Administrative Management Society

"Our secretaries (except one) do not use shorthand--machine dictation/transcription only."

WORD/INFORMATION PROCESSING
Word processors will be replaced by computer terminals and personal computers for secretaries.

Transcription skills is important--helpful to be able to transcribe at one of the machines mentioned.

NBI 3000 and MICOM operators are always in short supply!

Receptionists who are qualified are needed 100 percent of the time; so are legal secretaries.

Table 28
Job Title of Respondents
Golden Gate Word Processing Exchange

Title	Company
Employment Representative/ Recruiter	Account Abilities
Assistant Secretary	Eureka Management Corporation
Word Processing Specialist/ Systems Coordinator	Kentron International
Instructor	Technical Publications and Word Processing Instructor
Word Processing Specialist/ Lead Operator	Skyline College
Office Services Coordinator	The Wyatt Company, San Francisco Office
Senior Analyst, Claims, Legal Department	Levi Strauss and Company
Western Regional Marketing Specialist	Industrial Indemnity
Word Processing Coordinator	Wordplex Corporation
Word Processing Manager	Baker & McKenzie
Instructor	Alexander & Alexander
Legal Secretary	Laney College
Unit Supervisor	Brobeck, Phleger, & Harrison
Supervisor, Word Processing	Wells Fargo Bank
Senior Word Processing Operator	Shaklee Corporation
Administrative, Word Processing Center	Crocker National Bank
Office Manager	FHLB, San Francisco
Free-Lance Editor/Word Processing Operator	Engmann & Associates
Instructor	Self-Employed
Supervisor, Training	Skyline College
Branch Manager	Standard Oil Company of California
Senior Project Manager	Greyhound Temporary Personnel Services
Word Processing Coordinator	Crocker Bank
Leader Operator	Skjerven, Morrill, MacPherson & Ducker
Lead Word Processing Specialist	Broad, Schulz, Larson & Wineberg
Owner	Saga Corporation
	Harris & Associates

Table 28 (Continued)

Job Title of Respondents
Golden Gate Word Processing Exchange

Title	Company
Word Processor/Administrative Assistant	-No Company Name Provided
Manager, Word Processing Lease Administration Department	Phoenix Leasing Incorporated
Manager, Communications Center	-No Company Name Provided
Word Processing Consultant	Self-Employed
Manager, Word Processing	Chickering & Gregory
Office Systems Analyst	International Engineering Company
Account Executive	Pat Franklyn Associates
Word Processing Systems Supervisor	Morrison & Foeriter
Word Processor	Orrick, Hemington, & Sutctiffi
Word Processing Analyst	Del Monte Corporation
Supervisor, Word Processing	Bank of America
Word Processing Center Supervisor	Richard Goldman & Company
Editor/Word Processing Manager	Bartle Wells Associates
Word Processing Supervisor	McConn Erickson, Inc.
Word Processing Supervisor	Whisler-Patri
Word Processing Specialist/System Administrator	Sumitomo Bank
Manager, Information Processing	Robertson, Colman, & Stephens
Word Processing Operator/Senior Information Processing Operator	-No Company Name Provided
Word Processing Supervisor	Olsten Temporary Services
Reports Clerk/Word Processor	Sprint
Information Center Supervisor	California State Automobile Association
Supervisor, Word Processing Center	Lillick, McHose, & Charles
Office Systems Manager	Wells Fargo Bank

There were five opinionnaires without responses for this category.

Table 29

Job Title of Respondents
Administrative Management Society

Title	Company
Telecommunication Supervisor	Natomas Company
President	Dictation West
Area Manager	Manpower Temporary Service
Financial Manager	Attorney's Printing Supply Company
Office Manager	Low, Ball & Lynch
Senior Key Operator	-No Company Name Provided
Word Processing Supervisor	McKesson Corporation
CEO	Kathleen Meeker & Associates
Administrative Manager	Naramics Corporation
Executive Secretary	JFC International, Inc.
Office Manager	-No Company Name Provided
Personnel Supervisor	-No Company Name Provided
Office Administrative Manager	Harford Insurance Group
Director, Administration	Pacific Westbound Conference
Personnel Director	Beaver Insurance Company
Personnel Manager	Pettit & Martin
Supervisor, Administrative Services	Stauffer Chemical
Director of Personnel	University of the Pacific School of Dentistry
Terriorty Manager	Western Airlines
Administrator, Law Offices	-No Company Name Provided
Business Manager	Consulting Engineers
Secretary-Treasurer (Office Manager)	Damon Raike & Company
Manager, Office Services	Crowley Maritime Corporation
Director of Office Services	Decimus Corporation
Supervisor, Emplyment/EEO	Lequid Air Corporation
Compensaton Manager	California Casualty Management Company
Secretary-Treasurer	California Redwood Association
Personnel Manager	Industrial Indemnity Company
Manager, Office Services	Lyker Bros. Steamship Co., Incorporated
Business Manager	Society for Nutrituion Education
Supervisor, Office Support Services	Utah International, Inc.
Director, Administrative Services	TransAmerica Corporation

Table 29 (Continued)

Job Title of Respondents
Administrative Management Society

Title	Company
Director of Personnel	-No Company Name Provided
Office Administrator	Dolby Laboratories, Inc.
Supervisor, Office Services & Systems	Chevron USA, Inc.
Marketing Representative	Kalleen's
Office Manager	Schapiro & Thorn, Inc.
National Accounts Manager	TOD Incorporated
Customer Service Supervisor	Pacific Gas & Electric
Office Administrator	-No Company Name Provided
Personnel Consultant/ Office Manager	Strictly Business Placement Agency, Inc.
Assistant Vice President, Personnel	RK&S, Inc.
Assistant Director, Administration	Arthur Andersen & Company
Manager	Olsten Temporary Services
Active Manager, Application Marketing Center	IBM
Manager, Personnel Administration	American Hawaii Cruises
Manager, Administration	Lykles Lines
Personnel Counseling	Mark Associates
Vice President, Administration	L. K. Lloyd & Associates
Director Of Finance & Administration	Wine Institute
Administrative Assistant/ Office Manager	Alexander & Alexander
Executive Secretary	Peat Marnick
Manager, Administrative Services	Data Safe
Assistant Corp Personnel Manager	Hills Bros. Coffee
Personnnel Officer	Wells Fargo Bank
Administrative Assistant	-No Company Name Provided
Office Services Administrator	Cutter Laboratories
Sales Manager	Madsen Personnel Services
Marketing & Administrative Support Director	Myers-Stevens & Co., Inc.

There were six opinionnaires without responses for this category.

RESUME

H. Grace Heringer

Address

(Home)
613 West Remington Drive
Sunnyvale, CA 94087
Phone: 408-732-3112

(Work)
Skyline College
3300 College Drive
San Bruno, CA 94066
Phone: 415-355-7000, X 363

Education

Nova University	Fort Lauderdale, FL	1981-84 - Ed.D. Candidate
San Jose State University	San Jose, CA	1968-70 - Masters
San Francisco State University	San Francisco, CA	1963-64 - Units
University of California	Berkeley, CA	1962-63 - Units
South Carolina State College	Orangeburg, SC	1955-59 - BS

Teaching Experience

San Mateo Community College District (Skyline College)	1969 to Present
Sequoia Union High School District, Redwood City, CA	1965-1969
Richmond Unified High School District, Richmond, CA	1963-1965
Garnard High School, Gaffney, SC (Part-time)	1959-1960

Courses Taught and Other Related Duties

Skyline College

Present duties: Full time instructor and chairperson of the Secretarial Department.

Courses taught:

- Word Processing--Machine Transcription
- Word Processing Keyboards
- Word Processing Concepts
- Business English
- Business Communications
- Office Procedures
- Gregg Shorthand
- Alphabetic (PS) Shorthand
- All levels of typewriting
- Copy Processing
- Machine Calculation

Skyline College Experience Continued

Developed individualized teaching materials for the typewriting curriculum.

Developed individualized teaching materials for the student-operated word processing center in 1974.

1976-1980 chaired the Secretarial/Clerical Advisory Committee for Skyline College which included members of the faculty, college administration, and persons from related industries.

Sequoia Union High School District
Ravenswood High School

Chairperson, Business Department
Coordinator of Work Experience Education

Courses taught:
Office Practice I and II
Cooperative Work Experience
Supervised 30 students who were employed in course-related occupations.

Richmond Unified High School District
Samuel Gompers High School

Courses taught:
Bookkeeping
General Business
Shorthand
All levels of typewriting

Garnard High School — Part-time Teacher/Secretary to the Principal

Courses taught:
Typewriting I and II

California Teaching Credentials

Life Community College--Secretarial Management
Life General Secondary--Business Education
Life Special Secondary--Secretarial/Accounting

Practical Experience

June 1979	Became a partner in the firm Heringer & Lawry Associates developers of office education teaching materials.
	Consultant, Educator's Seminars in Word Processing Lexitron Corporation 9600 DeSoto Road Chatsworth, CA 91311
	Served as conference leaders for educators' workshops in Boston, Philadelphia, and New York City.
February 1965 - August 1965	Typist, Stenographer, Receptionist Manpower, Inc. 810 San Antonio Road Palo Alto, California
	Gained on-the-job experience to take back to the classroom.
May 1962 - August 1963	Senior Technical Typist University of California College of Engineering Bay Pollution Studies Berkeley, California
August 1960 - March 1962	Interviewer, Unemployment Compensation State of Colorado Department of Employment 911 Sherman Avenue Denver, Colorado
July 1959 - June 1960	Secretary to the Principal (part time) Garnard High School Gaffney, South Carolina
Summer 1957	Typist Etna Insurance Company 100 Williams Street New York, New York
Summer 1956	Operator, Bookkeeping Machine Guarantee Trust Company 1240 Broadway New York, New York

Hobbies

Cooking, skiing (water and snow), people watching, reading, writing, and listening to music.

Publications

Heringer, G., Lawry, B., and Kruse, B., WORD PROCESSING: MACHINE TRANSCRIPTION, Glenco Publishers, Encino, California, 1982.

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